DOCUMENT RESUME

ED 300 588 CE 051 208

AUTHOR Rossing, Boyd E.
TITLE Wisconsin CES Leadership Impact Study. Report of a Study of the Impact of Wisconsin Cooperative Extension Service Programs on Leaders and the Organizations and Communities They Serve.
INSTITUTION Wisconsin Univ., Madison, Univ. Extension.
PUB DATE Nov 87
NOTE 118p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Extension Education; *Leaders; Leadership Qualities; *Leadership Training; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Improvement; *Volunteers; *Volunteer Training
IDENTIFIERS *Cooperative Extension Service; *Wisconsin

ABSTRACT

In 1987, the Wisconsin Cooperative Extension Service conducted a survey to determine the impacts of Extension's efforts to assist and educate leaders of community groups. A broad range of community leadership positions served by Cooperative Extension were included in the study. A total of 344 leaders were systematically selected in a stratified sample to represent areas of the state where Extension has recently served each leader grouping. Approximately 80 percent of the sample completed a mailed questionnaire, and 91 percent of a subsample of the group completed a telephone interview. The Leadership Impact Study produced a large body of data across a very diverse group of respondents. Some of the conclusions drawn were as follows: (1) leaders in all types of community groups that are assisted by Cooperative Extension experience positive changes in their leadership skills, their leadership perspectives, and their community participation during the course of serving in leadership positions; (2) leaders consider their current performance in the areas of organizing and relating skills and planning and directing skills as okay but not good, and they rate their leadership perspectives as moderately high and their level of participation as above average; (3) Cooperative Extension is rated as a more important influence on leadership development of community leaders than other organizations; (4) Cooperative Extension provides different types of assistance and education for different clientele; and (5) groups and organizations served by leaders accomplish significant benefits for their members and the broader community. Recommendations were made for improvements in the leadership training programs based on the results of the study. Fifty-four tables are provided; sample cover letters and questionnaires are included among the appendixes. (KC)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED300588

# Report of the

# WISCONSIN C.E.S.

# LEADERSHIP IMPACT

# STUDY

November 1987

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

by

Boyd E. Rossing

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B Rossing

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE054208

UWEX COOPERATIVE EXTENSION SERVICE • UNIVERSITY OF WISCONSIN-EXTENSION

BEST COPY AVAILABLE

# WISCONSIN CES

# LEADERSHIP IMPACT

# STUDY

Report of a Study of the Impact of Wisconsin Cooperative Extension Service Programs on Leaders and the Organizations and Communities they Serve

Prepared by Boyd E. Rossing under
the Oversight of Wisconsin CES
Leadership Impact Steering Committee

November 1987

## Acknowledgements

The Cooperative Extension Leadership Impact Study has been completed through the patient and dedicated efforts of many people. Contributions of the following are gratefully acknowledged.

Members of the Wisconsin CES Leadership Impact Steering Committee, who contributed to the direction, design, and interpretation of the study at each critical juncture from start to finish.

Alan Anderson
Dennis Buege
Jeanne Endres
Curtis Gear
Mary Gruenwald
Marge Hamann
Elroy J. Lueder
Harriet Moyer
Tom Schomisch
Ayse somersan (Chair)
Mary Wedin
Allen Wollenzien
Robert Young

13 State Extension Staff and 4 County Extension Agents who assisted with the snapshot program survey, selection of leader positions, and/or supportive communications to counties.

120 County Extension Agents who assisted in sample selection and/or advance notification of study respondents.

9 County Extension Agents and 16 community leaders who assisted in pilot-testing study materials.

278 Community leaders who completed and returned questionnaires.

151 Community leaders who completed telephone interviews

12 Graduate students who assisted the study through analysis of records, questionnaire design, telephone interviewing and/or data analysis. Particular thanks go to Bob Panzer who lent valuable assistance during the pre-testing phase of the interviewing and Marma McIntee who coordinated telephone interviewing and assisted in tabulation and analysis of study data.

Donna Anderson who prepared, revised and processed all instruments, correspondence and reports with care and quality.

Table of Contents


| Content | Page |
|---|---|
| Introduction | 1 |
| Leadership Impact Evaluation - Inception to Completion | 1 |
| Cooperative Extension's Leadership Development Programming | 2 |
| Leadership Impact Study - Design and Implementation | 3 |
| Study Purposes and Overall Design | 3 |
| Conceptual Framework | 4 |
| Selection and Description of Leadership Positions | 5 |
| Sample Selection | 7 |
| Survey Instruments and Procedures | 8 |
| Sample Coverage | 11 |
| Data Analysis and Display | 11 |
| Study Limitations | 11 |
| The Backgrounds of Leaders | 13 |
| Leadership Position Experience and Motivation | 19 |
| Extension Assistance and Programs for Leaders | 22 |
| Leadership Development and Extension's Influence | 25 |
| Organizing and Relating Skills | 25 |
| Planning and Directing Skills | 30 |
| Leadership Perspectives | 38 |
| Community Participation | 41 |
| Overall Leadership Development and Extension Influence | 46 |
| Extension and Other Sources of Influence on Leadership Development | 48 |
| Benefits and Drawbacks for Leaders | 54 |
| Impacts of Leaders and Their Groups | 57 |
| Cooperative Extension's Future Leadership Development Role | 60 |
| Summary of Cooperative Extension Leadership Impact Study | 66 |

Table of Contents - Page Two


| Content | Page |
|---|---|
| Conclusions on Leadership Impact | 70 |
| Conclusions on Extension's Future Programming | 71 |
| Recommendations | 73 |
| Further Study | 73 |
| References | 75 |
| Appendices | |
| A. Notes on Study Design and Replication | 76 |
| B. Telephone Interview Length | 79 |
| C. Counties of Leadership Study Respondents | 80 |
| D. Sample Cover Letters and Questionnaires | 81 |

List of Tables


| Table | Title | Page |
|---|---|---|
| 1 | Sample Selection Framework - Leadership Impact Study | 9 |
| 2 | Sample Coverage - Leadership Impact Study | 12 |
| 3 | Gender of Leaders | 15 |
| 4 | Ages of Leaders | 15 |
| 5 | Occupations of Leaders | 15 |
| 6 | Education of Leaders | 17 |
| 7 | Mean Number of Community groups, Organizations in Which Leader is Currently a Member | 18 |
| 8 | Overall Contact with Extension - Past 2 Years | 18 |
| 9 | Years in Leadership Position | 20 |
| 10 | Newness of Leadership Position When Began | 20 |
| 11 | Reasons for Serving in Leadership Position | 21 |
| 12 | Extension Assistance to Leader in Role | 23 |
| 13 | Leadership Programs Ratings | 26 |
| 14 | Most Relevant and Important Organizing and Relating Skills | 27 |
| 15 | Changes in Organizing and Relating Skills | 28 |
| 16 | Extension Influences on Changes in Organizing and Relating Skills | 31 |
| 17 | Extension Influences on Changes in Organizing and Relating Skills - By Leader Group | 32 |
| 18 | Most Relevant and Important Planning and Directing Skills | 34 |
| 19 | Changes in Planning and Directing Skills | 35 |
| 20 | Extension Influences on Changes in Planning and Directing Skills | 36 |
| 21 | Extension Influences on Changes in Planning and Directing Skills - By Leader Group | 37 |

List of Tables Continued


| Table | Title | Page |
|---|---|---|
| 22 | Most Relevant and Important Leadership Perspectives | 39 |
| 23 | Changes in Leadership Perspectives | 40 |
| 24 | Extension Influences on Changes in Leadership Perspectives | 42 |
| 25 | Extension Influences on Changes in Leadership Perspectives - By Leader Group | 43 |
| 26 | Most Relevant and Important Community Participation Indicators | 44 |
| 27 | Changes in Community Participation | 44 |
| 28 | Extension Influences on Changes in Community Participation | 45 |
| 29 | Extension Influences on Changes in Community Participation - By Leader Group | 47 |
| 30 | Changes in Leadership | 49 |
| 31 | Extension Influences on Changes in Leadership | 49 |
| 32 | Extension Influences on Changes in Leadership - By Leader Group | 50 |
| 33 | Extension and Other Influences on Changes in Leadership Skills | 52 |
| 34 | Extension and Other Influences on Changes in Leadership Perspectives | 52 |
| 35 | Extension and Other Influences on Changes in Community Participation | 53 |
| 36 | Extension and Other Influences on Changes in Leadership | 53 |
| 37 | Benefits of Leadership Programs | 55 |
| 38 | Benefits of Serving in Leadership Position | 56 |
| 39 | Drawbacks to Serving in Leadership Position | 58 |
| 40 | Importance of Benefits and Drawbacks to Leader | 59 |

List of Tables Continued


| Table | Title | Page |
|---|---|---|
| 41 | Group Success and Contribution of Leader | 59 |
| 42 | Accomplishments of Leaders' Groups | 61 |
| 43 | Number of People Benefitting from Selected Accomplishments of Leaders' Groups | 62 |
| 44 | Community Leadership Involvement of Leaders | 64 |
| 45 | Desire to Strengthen Leadership Ability | 64 |
| 46 | Should Cooperative Extension Assist, Educate and/or Develop Leadership? | 64 |
| 47 | Groups Cooperative Extension Should Serve for Leadership Development | 65 |
| 48 | Leadership Development Methods Cooperative Extension Should Emphasize | 67 |
| 49 | Aspects of Leadership Cooperative Extension Should Emphasize in Leadership Development | 68 |
| 50 | Comments on Extension's Future Leadership Development Role | 69 |
| Appendix | | |
| 51 | Difficulty in Completing Leadership Ratings | 77 |
| 52 | Missing Data - Leadership Change Item Sets | 78 |
| 53 | Telephone Interview Length | 79 |
| 54 | Counties of Leadership Study Respondents | 80 |

**Cooperative Extension Service**
**Leadership Impact Study**

## INTRODUCTION

People have joined in organized efforts to meet their own needs and to serve broader community interests throughout America's history. Countless types of organizations contribute to the quality of life in Wisconsin communities. They range from social, recreational and educational groups that primarily serve members' needs to functional groups that serve broader economic, environmental or social needs of the community, to governmental bodies through which elected representatives carry out the will of the citizenry.

A key ingredient in community organizations of all types is the leadership provided by interested and willing members. Such individuals often devote long hours and perform invaluable structuring, involving, guiding, and communicating roles. These actions enable such organizations to endure and to achieve their objectives.

Cooperative Extension plays a significant educational role in helping community organizations and their leaders accomplish their important work. In meeting the mission of extending University research to meet community needs, Extension sometimes helps to form new organizations that can channel citizen energies toward solving emerging problems. Examples from the past include organizing 4-H clubs, Extension Homemaker clubs and rural cooperatives. These roles continue today. In recent years Extension has spearheaded efforts to organize agricultural commodity groups and assisted other agencies in the organization of lake district commissions, economic development, downtown revitalization and other community development groups.

Perhaps more importantly, Cooperative Extension also provides educational opportunities for members and leaders already involved in a wide spectrum of organizations. Extension provides information, training, and technical assistance across a wide range of university based subjects.

## LEADERSHIP IMPACT EVALUATION - INCEPTION TO COMPLETION

In October 1983 the Wisconsin Cooperative Extension Service (CES) decided to evaluate on a statewide basis the impact of programming efforts serving community leaders on the development of leadership within community organizations. The evaluation was intended to:

1. Increase understanding of leadership development programming within and across Extension program areas.
2. Improve leadership development programming through clarification of clientele, objectives, methods and outcomes.
3. Account for the impacts of programs serving community leaders.

During the next 18 months preliminary analysis was carried out by the principle investigator. Planning and reporting data were studied to determine the scope and nature of leadership programming in Cooperative Extension. In March 1985 a statewide advisory/steering committee was appointed by the Director of Cooperative Extension to oversee the leadership evaluation. State and county staff representing the four CES program areas were appointed to the committee.

At the first meeting in May 1985 the committee established purposes for the evaluation. Primary emphasis was placed on a state-wide survey of clientele. It was determined that some additional attention should be given to summarizing CES leadership programming through an informal snapshot listing by state and district program leaders before establishing the focus and content of the survey. In November 1985 the committee reviewed results of the additional programming analysis and agreed on the general design of the survey to be called the Leadership Impact Study.

Over the next 15 months instruments were drafted and revised, leadership positions were selected and instruments and procedures were pre-tested. Data was collected from April to June 1987. The committee met in September 1987 to review overall study results and to advise on reporting plans.

## COOPERATIVE EXTENSION'S LEADERSHIP DEVELOPMENT PROGRAMMING

During the period October 1983 to October 1985 the primary focus of the Leadership Impact Evaluation was directed to clarifying the scope, extent and nature of leadership programming in Cooperative Extension. For further information see Wisconsin CES Leadership Development Programs - A Baseline Summary for 1984-85 and Snapshot Listing of Major CES Programs Which Develop Leadership in Clientele. Plan of work reports for 1983-84 were analyzed. County and state staff had planned 3600 days (61.8 Full Time Equivalent (FTE)) under the topic Leadership. This represented 58 FTE's by county staff and 3.8 FTE's by state staff. The greatest commitments were made in 4-H Youth Development (4-H) and Family Living Education (FLE) followed by Agriculture - Ag Business and Community, Natural Resources and Economic Development (CNRED).

The investigator was not satisfied that programs reported under the Leadership code were likely to accurately portray the full scope of programming that develops clientele leadership. An additional analysis was conducted based on narratives in the plans of work. Four types of programming objectives that contribute to leadership development were identified:

1. Objectives concerned with increasing knowledge regarding problems and issues of concern to leaders, eg. technical education.
2. Objectives concerned with increasing process skills, and attitudes of leaders, eg. leadership education
3. Objectives concerned with increasing leaders teaching skills, eg. training trainers.
4. Objectives concerned with assisting groups to function more effectively, eg. organization development.

Further analysis revealed a significant variation in the leadership development objectives pursued by staff in each program area. FLE staff concentrate on technical education, leadership education, and train the trainer. 4-H focuses more heavily on leadership education and train the trainers. CNRED and Agriculture give most attention to technical education and organization development.

The principle audiences of CES leadership programming were identified as 4-H leaders, youth and committees, Extension Homemaker leaders, members of agricultural organizations, members of community groups concerned with economic and environmental issues and local government officials.

It was determined that leadership development efforts pervade all of Cooperative Extension but are typically reported much more fully under leadership codes by 4-H and FLE staff.

To better clarify the most viable and worthy leadership programs to include in the evaluation, a further analysis was conducted. It is referred to as the snapshot listing. Program leaders in each program area identified major programming efforts that serve to develop leaders as a direct or indirect outcome. Analysis of the programs revealed two additional sources of variation in leadership programming:

1. Primacy of leadership development. In some cases leadership development is a primary goal of a programming effort. In other cases it is a secondary goal which may not be reported.
2. Educational Approaches. Wide variation in educational methods was noted. In some cases formal approaches characterized by staff instruction and educational materials are used. In other cases informal approaches characterized by staff consultation, modeling and coaching are used.

It should be noted that some Wisconsin CES leadership development programs were not considered in the programming analysis because they were already subject to systematic evaluation. These included the Wisconsin Rural Leadership Program which provided intensive education for 30 promising rural leaders every 2 years and the Master Leader program in 4-H, through which mid-management volunteers are trained. Recently two additional programs have been initiated. The Wisconsin Family Community Leadership Program will teach volunteers and professionals who will then provide public policy leadership education in their home communities. The Wisconsin Community Leadership Program provides leadership education for members of minority groups nominated by organizations serving minority interests.

The results of the leadership programming analyses led to the following major conclusions.

1. Leadership development is defined both broadly and narrowly in Cooperative Extension. Broadly defined, leadership development refers to programming directed at existing or emerging leaders which enhances their ability to lead others effectively. The broad definition includes technical education, leadership education, train the trainer and organization development. Narrowly defined, leadership development refers to programming directed at existing or emerging leaders which increases their skills and attitudes in carrying out leadership processes. The narrow definition refers to leadership education.
2. Leadership development efforts pervade all of Cooperative Extension but approaches vary significantly with respect to the primacy of leadership development and to the educational methods used.
3. There is little consensus among practicing CES staff with regard to the definition or place of leadership development in their programming.
4. Some CES leadership development programming is systematically defined, supported and implemented. The majority of CES leadership development (until recently) has been informal rather than systematic.

## LEADERSHIP IMPACT STUDY - DESIGN AND IMPLEMENTATION

### Study Purposes and Overall Design

In November 1985 planning for a state-wide survey of Cooperative Extension's leadership development impact was initiated. The study sought to investigate the development of leadership of individuals who had recently

performed in a leadership position assisted by Cooperative Extension. Each program area was to be asked to nominate 2 leadership positions served by programming in their area. The design then called for conducting a mail survey using a common battery of items across a sample of leaders for each leadership position. It further called for conducting telephone interviews to collect additional information from a sub-sample of persons in each leadership position. Instruments were to be tailored, as needed, to each group.

Alternative comparison group and pre-post designs were ruled out due to anticipated difficulties in sample identification, time available for the study and, or added costs.

Strengths of the design included:

1. ability to integrate leadership development efforts in all program areas in one study
2. feasibility of sample selection
3. clarity of design to staff and clientele in all program areas
4. likelihood of clientele recall of leadership development through a single leadership position

The purposes of the study were to:

1. identify the backgrounds and motivations of people serving in leadership roles
2. determine recent changes in leadership skills, perspectives and activities
3. determine Cooperative Extension's influence on leadership changes
4. determine impacts of leadership experiences on individuals, groups, and communities
5. explore Cooperative Extension's leadership development role in the future

Conceptual Framework

The conceptual framework of the study was derived from integration of several sources. Leadership (following accepted definitions in leadership literature) was defined as behavior of an individual which influences the behavior of others. Based on the programming analysis described previously the study was designed to focus on development of leaders with respect to the leadership process, eg. activities, skills and attitudes that enable and enhance efforts to influence others. The study focused on the leadership influence process in small groups.

Four major leadership dimensions were included in the study. They were organizing and relating skills, planning and directing skills, leadership perspectives and community participation. These dimensions were derived from examination of the leadership taxonomy developed by Michael, et al (1985) for the U.S. Department of Agriculture Extension Service, the framework used by Wier (1986) in a national USDA-ES survey of leadership programming by CES staff, the evaluation framework used by Howell et al. (1979) to evaluate Rural and Agricultural Leadership Programs in several states and a leadership framework developed by a Wisconsin CES think group (Rossing, 1986). In particular, the first 2 dimensions represented an expansion of the classic group leadership functions model, eg. relation-oriented functions and task oriented functions that undergirds several major group leadership theories eg. (Fiedler, 1967; Hersey and Blanchard, 1983; and Blake and Mouton, 1964). Hackman and Walton (1986) provide a recent review of the functional leadership concept.

The study also examined the role of Cooperative Extension in influencing changes in leadership dimensions. Helpful insights regarding Extension's educational role were drawn from the Wier study, from the Implications of Volunteerism in Extension study under the direction of Sara Steele, from the Michael et al. taxonomy and from the Wisconsin CES Think Tank. Consideration was also given to the role of experience in leadership development as suggested by the studies above and by Schon (1983), Kolb (1984), and McCauley (1986). Finally, the concept of levels of impact was adapted from Bennett (1976).

Selection and Description of Leadership Positions

Each program area was asked to select two leadership positions assisted by Extension in their area and to identify associated leadership development programming. The criteria applied in selecting leadership positions/programs were:

1. a clearly identifiable leadership position in a small to medium size community group
2. state-wide programming efforts
3. clientele can distinguish the role played by Wisconsin Extension from that of other agencies
4. clientele can be accurately identified and sampled
5. evaluation of the programming for these clientele would be of value to the program area

The goal of the study committee was to identify a set of leadership efforts that provided a reasonable representation of the diversity of CES leadership programming, but also a set with reasonable evaluation feasibility and utility. The restriction to the following eight leadership development efforts of necessity meant the exclusion of many other equally important efforts. The leadership positions selected for the study are described below.

1. 4-H Camp Counselors. A camping program is provided around the state as part of 4-H through single and multi-county camps. Camps provide an opportunity for youth to increase their appreciation of nature and to develop group living skills. Older teen-age 4-H members serve as camp counselors. Cooperative Extension provides training for camp counselors as well as assisting in the organization and planning of camping programs. Serving as a camp counselor is an important opportunity for 4-H youth to gain leadership experience.

2. 4-H County Leader Association Presidents and Vice Presidents. 4-H is the CES youth program in every county in the state. 4-H provides opportunities for learning, socializing and leadership for youth age 8 to 19 as well as for families and volunteers. The program is planned and carried out by volunteers. Cooperative Extension serves the 4-H program through education, training and organization support. Adult leaders guide 4-H youth in community clubs, special interest groups and special events. Each county has a 4-H leaders organization which includes an executive body that provides overall 4-H policy direction and program leadership in the county. The president and vice president of the county leader association are key officers on the executive board.

3. County Extension Homemaker Council Presidents. Extension Homemakers is a voluntary organization that provides educational, social, community service and other experiences primarily for women through a

local club structure in nearly every county in the state. Cooperative Extension helped in the early organization of these clubs nearly 50 years ago. Today Extension faculty continue to provide educational programs and other assistance to Extension Homemaker members. A key leadership role is that of president of the county Extension Homemakers council. The president is the chief executive of this coordinating body.

4. Forage Council Board Members. Since 1979 Cooperative Extension has provided leadership in organizing and subsequently educating members of about 40 county forage councils. These volunteer groups of farmers, educators and agri-business personnel stimulate forage research and promote more efficient production and marketing of forages. They provide educational, marketing and other services for members. The forage council board provides overall direction for each council. Board members are thus key organization leaders.

5. Cooperative Board Members and Managers. Some 800 Wisconsin cooperatives provide products, markets and services to agricultural producers, utility and health care consumers, credit union members and others. Cooperative Extension assists in organizing and restructuring cooperatives, provides technical assistance and educational programming for key cooperative leaders. Each year Extension offers a series of three, two-day leadership and management workshops targeted at cooperative board members and managers. Completion of all three workshops leads to a participation certificate.

6. Lake District Commissioners. Wisconsin has over 14,000 lakes. To provide local planning and oversight over protection, monitoring and management of designated lakes, about 150 lake district commissions have been established since 1974. Cooperative Extension has assisted in the formation of many lake district commissions and provides educational services to members. The contact person for each lake district commission is a key active officer and leader.

7. Town Board Supervisors. A key local government body in Wisconsin is the town board. There are over 1,250 towns in Wisconsin and they comprise the most numerous unit of local government. Cooperative Extension provides regular educational programming at the statewide level and in some counties for Town Board supervisors, many of whom are also highly active in other local organizations.

The eighth leadership effort was selected because it represented a distinct locally based leadership program. A series of workshops were provided in Southeastern Wisconsin for a class of senior citizens and Expanded Food and Nutrition Education Program (EFNEP) paraprofessionals. Evaluation of the program was deemed useful to leadership programming in the Family Living Education program area.

8. Senior Citizen Club Officers. Clubs for senior citizens have been formed in many communities around the state to provide educational, social, recreational and other experiences for members. Cooperative Extension has assisted in organizing some of these clubs and often provides educational programs for members. Club officers provide leadership for these groups. In one effort Extension staff in two counties jointly provided a leadership development program for Senior Citizen Club officers.

9. Expanded Food and Nutrition Education Program (EFNEP) Paraprofessionals. For approaching 20 years Cooperative Extension, through special federal funding, has hired EFNEP paraprofessionals in several counties to aid in providing nutrition education for disadvantaged families. Some EFNEP aides are also active in other leadership roles in their community. In one joint county Extension effort a leadership development program was provided for EFNEP paraprofessionals.

Sample Selection

The sampling process was designed to yield a minimum of 30 completed respondents for each leadership position.[1] This was considered the bare minimum for purposes of statistical analysis. It was not possible to contact the entire sample by mail and by telephone within the constraints of the evaluation budget. Therefore a sub-sample was drawn among those selected in the full sample. The sub-samples were designed to yield a minimum of 15 completed telephone interviews for each leadership position.[2]

The process used for sample selection sought to accomplish several objectives. First, for each leadership position a viable means of identifying clientele who were recently active in the leadership position and who had received programming assistance from Extension was determined. Second, where possible, sampling was also designed to provide geographic representation. Three sampling sources were used: 1) selection from a statewide position rosters; 2) selection from educational program rosters; and 3) selection from position records at the county office level.

**Selection from Statewide Position Rosters.** All Extension Homemaker presidents are identified in a statewide roster. A stratified sample of 50 names was drawn to represent all geographic areas of the state. Agents were asked to verify that the president had been in office at least one year. In some cases the recently departed president was substituted for a new incoming officer. One president was dropped and not replaced.

Officers serving as contact persons for lake district commissions are listed in a statewide directory. A state specialist in water quality programming identified 46 active lake district commissions (the top one third) in the state. This constituted the study sample. Agents in the home county of each commissioner were asked to verify that the commissioner had been in office at least one year. Two commissioners were then dropped from the sample.

**Selection from Educational Program Rosters.** The University Center for Cooperatives conducts a series of three annual leadership workshops in various parts of the state. Persons who had completed all three workshops within the past 5 years were identified from program records. These persons constituted the program sample of 39.

County Home Economists in two counties cooperated in providing a program called Hatching Your Leadership Potential. There were 16 senior citizen and 13 EFNEP paraprofessional participants. A random sample of 15 senior citizens was drawn. EFNEP paraprofessionals were called to verify their community leadership activity. The calls reduced the EFNEP sample to 6.

[1]Only 29 persons attended the Hatching Your Leadership Program for senior citizens and EFNEP paraprofessionals. Thus a sample of 21 was deemed sufficient.

[2]A goal of 15 senior citizens and EFNEP paraprofessionals together was sought.

**Selection from County Office Records.** Selection of counties to include in the survey was based on recent history of educating persons in the leadership position. Counties without an experienced 4-H agent were excluded from the 4-H sampling frame. A statewide sample of 25 counties was then drawn to represent 4-H officers. A sample of 10 counties was drawn to represent 4-H camp counselors. Both samples were stratified to provide geographic representation.

Due to variations in local programming priorities, some leadership positions are served more significantly by Cooperative Extension in some counties than in others. In these cases the sample of counties was limited to those where concerted programming had been provided at the local level in recent years. This approach pertained to selection of the forage council and the town board supervisors samples.

A stratified sample of 10 counties was drawn from 16 eligible counties where leadership programming for forage councils had been conducted. For the town board supervisors, a stratified sample of 8 counties was drawn from 18 eligible counties where an agent had recently pursued a government education emphasis.

Letters were sent to the county agent serving the relevant leadership position in each of the selected sample counties. The agents were asked to identify and call in names and addresses of persons to include in the study.

The selection considerations for each group were:

1. randomly select 5 camp counselors from among those who worked a full camping session the previous summer.
2. identify the president and vice president of the county 4-H Leader Association executive board. Exclude officers with less than one year in the position. The time limit was subsequently reduced to 6 months due to annual rotation of 4-H officers.
3. identify the 5 most active members of the county forage council. Exclude board members with less than one year in the position.
4. Select the 3 town boards for towns under 10,000 population with which you have had most contact. Identify the town board chair and randomly select one additional town board supervisor from each town board. Exclude supervisors with less than 1 year in the position.

In summary, a specific sampling strategy that was feasible and that would yield a representation of persons assisted by Extension was used for each leadership position. There was a clear intention to include only persons who were clearly recent Extension leadership clientele. Where possible geographic representation was also assured.

The above considerations guided selection of the full sample for the study. Following selection of those individuals a geographically stratified sub-sample was selected for each leadership position. These individuals constituted the sample for the telephone interview portion of the study.

The sample selection framework is shown in Table 1.

## Survey Instruments and Procedures

The mail survey instrument was developed to obtain information in the following areas:



1. Reasons for serving in the leadership role

Table 1
Sample Selection Framework
Leadership Impact Study

| Leader Position Groups | CES Program Area Providing Primary Assistance | County Samples/[1] Criteria | Respondent Samples/ Criteria | Total Sample | Telephone Sample |
|---|---|---|---|---|---|
| **Selected from State-Wide Position Rosters** | | | | | |
| County Extension Home-Maker Presidents | Family Living Education | 49 Counties (President (stratifed sample) | President | 49 | 19 |
| Lake District Commissioners | Community, Natural Resources, and Economic Development | 32 Counties | Commission contact persons (officers), most active lake districts | 44 | 20 |
| **Selected from Educational Program Rosters** | | | | | |
| Cooperative Board Members/Managers | Agriculture-Ag Business | 10 Counties | Attended full Leadership & Management workshop Series | 39 | 20 |
| Senior Citizen Club Officers | Family Living Education | 3 Counties | Club officers, attended leadership program | 15 | 10 |
| EFNEP Aides Community Roles | Family Living Education | 3 Counties | Attended leadership program | 6 | 6 |
| **Selected from County Office Records** | | | | | |
| 4-H County Leader Association (President & Vice Pres.) | 4-H Youth Development | 24 Counties (stratified sample) | Both officers at least 6 mo. in office | 46 | 20 |
| 4-H Camp Counselors | 4-H Youth Development | 11 Counties (stratified sample) | @5 Counselors per county who served last summer (random) | 53 | 20 |
| Forage Council Board Members | Agriculture-Ag Business | 9 Counties (Active Forage Council and Extension Assist (stratified sample) | 5 active board members per county | 45 | 20 |
| Town Board Supervisors | Community, Natural Resources and Economic Development | 8 Counties (Active Extension program (stratified sample) | 3 Towns per county, Chair and 1 (random) Supervisor each town | 47 | 20 |
| | | | Total | 344 | 155 |

[1]Minor adjustments in county samples were made due to eligibility of potential respondents and requests of county staff. 4-H Counselors - 1 added county, 4-H Officers - 1 dropped county, Extension Homemakers - 1 dropped county, Forage - 1 dropped county.

2. Changes in leadership skills, activities and perspectives
3. (Where provided) Quality and benefits of specific leadership education programs
4. Cooperative Extension's relative contribution (compared to other sources) to leadership changes
5. Impacts of the leader experience on the individual
6. Opinions regarding Cooperative Extension's future leadership development role
7. Background socio-economic information on respondents

The questionnaire included structured questions, rating scales and open-ended questions. Questionnaire content was common across all leadership positions, but wording was tailored to each leadership position. In addition a set of questions pertaining to evaluation of specific leadership related program offerings was included in questionnaires for 6 of the leadership positions. Time for completion was about 25-30 minutes.

The questionnaire was pre-tested with 2 persons in each leadership position (one for senior citizens and EFNEP) and appropriate revisions were made. Questionnaires were prepared in two versions. The mail-only version asked respondents to return the questionnaire after completing it. The mail/telephone version asked respondents to keep the questionnaire for reference during their telephone interview. They returned the mail questionnaire after the interview. Samples of the questionnaires are shown in Appendix D.

To encourage a high return rate advance letters were sent by county agents. A follow-up mailing with a second questionnaire was sent to non-respondents in the mail only category 3 weeks after the initial mailing.

A telephone interview schedule was developed to gather information in the following areas:

1. Most important areas of change in leadership skills, activities and perspectives
2. How Extension did/did not influence leadership changes
3. Contribution of the leader to group success
4. Accomplishments of the leader's group.
5. Other comments on Cooperative Extension's future leadership development role

The principle purpose of the telephone interview was to explore in an open ended fashion the ways that Extension may have influenced leadership development in the eyes of the leader. Most of the questions were open-ended. Two rating scales were used. Interview content was common across all leader positions, but again, wording was tailored to each leader position. The average length of telephone interviews was 31 minutes. Telephone interviews were pre-tested with the same individuals involved in the mail pre-test. Appropriate revisions were made.

A team of 9 graduate students was hired and trained to conduct the telephone interviews. Repeated contacts were made until interviews were completed. About 10 days after telephone interviews were completed follow-up notices were sent to persons who did not subsequently return their mail questionnaire.

## Sample Coverage

A high proportion of those contacted in the study sample provided requested information. Completed mail questionnaires were returned by 81% of the full sample of 344 leaders. Telephone interviews were completed with 91% of the telephone sample of 155 leaders. The high completion rates lend confidence to the validity of the results. Completion rates for each of the leader position groups are shown in Table 2.

## Data Analysis and Display

The study generated both quantitative and qualitative data. Frequencies and percentages were tallied for responses to structured questions and rating scales. Means were computed for ratings. The statistical significance of changes in pre and current leadership ratings was determined by t-tests. All calculations were made across the total sample and for each leader position group. For purposes of reporting it was later determined that results for EFNEP paraprofessionals should not be included as a separate group in the quantitative tables. The EFNEP sample size (5) was very small. Also since these are paraprofessionals working for Extension there was some ambiguity in their response to the study and in interpretation of their results. Though the sample size for Senior Citizens (9) was also small their results were included in the tables for illustrative purposes. It should be noted that EFNEP responses are included in all study totals. Thus total study figures slightly exceed sums of data for the 8 leader groups. Also the original and a follow-up questionnaire for a town board official were inadvertently included in the data computations yielding a total N of 279 in the data tables.

The open ended responses were listed together for like questions. They were then inspected and tallied according to categories identified in the responses. Tallies were arranged in tables for display and interpretation. It is important to bear in mind that the data from telephone interviews is presented for illustrative purposes. Respondents were asked to select and discuss some, but not all, leadership dimensions examined in the study.

For each table choices were made regarding whether to present frequencies, percentages or means. The form providing the clearest indication of data patterns was used in each case. Caution is advised, however, in interpreting percentages when they are shown for small N's. A slightly different result would cause a large change in the percent.

## Study Limitations

The Wisconsin Leadership Impact Evaluation was initiated with several understandings regarding leadership development. They were that leadership development is:

1. widely reported and practiced
2. defined, understood and valued in different ways
3. characterized by wide variation in the formulating and structuring of leadership development efforts
4. difficult to measure

The evaluation and its principle survey study were carried out in an exploratory fashion to provide some basis for understanding and agreement that could guide future programming as well as document past results.

Table 2

Sample Coverage
Leadership Impact Study

| | Mail Survey | | | Telephone Survey | | |
|---|---|---|---|---|---|---|
| | Mail Sample | Complete Mail | Percent Complete | Telephone Sample | Complete Telephone | Percent Complete |
| Extension Homemaker | 49 | 47 | 96 | 19 | 19 | 100 |
| Senior Citizen | 15 | 9 | 60 | 10 | 6 | 60 |
| EFNEP | 6 | 5 | 83 | 6 | 6 | 100 |
| 4-H Camp Counselor | 53 | 48 | 91 | 20 | 19 | 95 |
| 4-H Officers | 46 | 37 | 80 | 20 | 20 | 100 |
| Forage Council Board | 45 | 34 | 76 | 20 | 18 | 90 |
| Cooperative Leaders | 39 | 30 | 77 | 20 | 18 | 90 |
| Town Board | 47 | 35 | 74 | 20 | 17 | 85 |
| Lake District Commissioners | 44 | 33 | 75 | 20 | 18 | 90 |
| Total | 344 | 278 | 81 | 155 | 141 | 91 |

Among the limitations to be considered in drawing conclusions from this study are the following:

1. The leader positions and leadership programming provided for them provide some representation of Wisconsin CES leadership development, but leave out many other important programs.

2. The sample sizes are small. For the restricted population from which they were drawn however, eg., active leaders, definitely assisted by Extension (in some cases limited to educational program participants) the samples provide reasonable estimates of the population for several of the leader positions. Greatest caution due to sample size should be observed in interpreting results for town board supervisors, lake commissioners and 4-H Counselors.

3. The mail questionnaire asked leaders to rate their leadership skills, perspectives and activities as they exist currently and as they existed in the past. Some leaders apparently did not understand the instructions and failed to record ratings for past behavior. Thus results are based on a smaller number of respondents for these items. For a fuller explanation see Appendix A.

4. The results are based on self report recollections and perceptions of leaders. Such reports are, of course, subject to intentional and unintentional error. The study attempted to alleviate this limitation by focusing the leader's attention on one clearly identified and current leadership position.

5. Telephone interviews provided useful insights regarding the nature of Extension's influence on the development of leaders. Discussions, however, were limited to a small number of leadership dimensions in each interview. Comments of some respondents were difficult to categorize. Thus the findings on the influence of Extension on leadership changes illustrate rather than verify patterns of Extension influence.

6. Accepted criterion levels for evaluating leadership development efforts and their results were not available for application from research or previous evaluations to this study. Clearly established impact criteria also were not available in the documents describing programs and leadership positions included in the study.

## THE BACKGROUNDS OF LEADERS

The primary purpose of this section is to present information describing the characteristics of the persons who responded to this study. As suggested below, however, this information also gives some indication of the characteristics of the leadership base in rural communities.

The leadership positions selected for the study provide a cross-section of community leadership roles in rural communities. The 4-H camp counselors represent the involvement of youth in community groups and organizations. Officers in 4-H and Extension Homemakers are probably not too unlike the officers of many other organizations that provide social, educational and other benefits to members as well as services to their community. The leaders of forage councils and of cooperatives give some representation of organizations that exist primarily to pursue economic goals. Other citizens serve in governmental roles as represented by lake commissions and town

boards. Finally some individuals continue or resume involvement in community groups in their later years as through senior citizen clubs.

Gender of Leaders

The gender of study respondents is given in Table 3. Across the total sample 58% of the leaders were male and 42% were female. A strong majority of respondents were male among the lakes, towns, forage and cooperatives groups. Conversely all respondents were female among Extension Homemakers and EFNEP. Mixed participation of females and males was evident for 4-H counselors, 4-H officers and senior citizens.

Age of Leaders

Leaders were also asked to provide their age. The results are shown in Table 4. Almost 60% of the respondents were between the ages of 30 and 60. All 4-H counselors were between 15 and 20 years old. Ages of senior citizens, on the other hand, ranged from 65 to 79. Among the other groups the average age ranged from forage (34) and 4-H officers (40) as the youngest, to cooperative (47), lakes (52), Extension Homemakers (52), and town supervisors (53) as the oldest.[3]

Occupations

Table 5 provides information on the occupations of respondents. The most common occupation across all leaders was **farming** (34%). With the exception of Extension Homemaker Presidents, most leaders were occupied in some capacity outside the immediate affairs of homemaking. Other common occupations were **professional/technical** (15%), **manager/official** (15%), **service/transportation** (9%) and **homemaker** (10%). A common set of occupations predominated by farming was evident for forage, cooperative and towns leaders. The greatest range of occupations was shown among 4-H officers and parents of 4-H counselors. Thirteen of the leaders were retired.

Education

Leaders provided information on the level of their formal education. This is shown in Table 6. Almost 40% had completed their education at the high school level or lower. The percentage among adults was 32%. Among adult leaders 20% had completed college or a higher graduate degree. Groups with the highest levels of education were forage and lakes leaders. Those with the lowest levels were cooperative and towns leaders.

Number of Leader's Groups, Organizations

The data in Table 7 indicate that, on average, leaders in every category were members of at least 2 other community or school groups or organizations beyond the one in which they held the position of interest to the study. Leaders with the greatest number of organizational commitments were 4-H counselors, town board supervisors, forage council board members and senior citizen club officers.

[3]Average ages are based on age groupings. This yields a slightly lower estimate of average age.

Table 3

Gender of Leaders

Number and Percent

| Leader Group | Male # | Male % | Female # | Female % |
|---|---|---|---|---|
| Extension Homemaker | | | 47 | 100 |
| Senior Citizen | 5 | 56 | 4 | 44 |
| 4-H Camp Counselors | 18 | 38 | 30 | 62 |
| 4-H Officers | 13 | 35 | 24 | 65 |
| Lakes | 27 | 82 | 6 | 18 |
| Towns | 36 | 100 | | |
| Forage | 33 | 97 | 1 | 3 |
| Cooperatives | 30 | 100 | | |
| TOTAL | 162 | 58 | 117 | 42 |

Table 4
Ages of Leaders

Percent Each Category

| Age | Total N=279 | 4-H Camp Counselor N=48 | 4-H Officer N=37 | Extension Hmkr. Pres. N=47 | Forage Board N=34 | Coop Ldr. N=30 | Lake Comm. N=33 | Town N=36 | Sr. Cit. Club N=9 |
|---|---|---|---|---|---|---|---|---|---|
| Below 20 | 17 | 98 | 3 | | | | | | |
| 20-29 | 3 | 2 | 5 | | 15 | | | | |
| 30-39 | 22 | | 40 | 10 | 68 | 24 | 15 | 12 | |
| 40-49 | 19 | | 33 | 17 | 15 | 33 | 24 | 22 | |
| 50-59 | 18 | | 16 | 42 | | 17 | 24 | 25 | |
| 60-69 | 15 | | | 23 | 3 | 27 | 24 | 33 | 44 |
| 70-79 | 5 | | 3 | 4 | | | 12 | 9 | 44 |
| No Response | 1 | | | | | | | | 11 |

Table 5
Occupations of Leaders

Percent Each Occupation

| | Total N=279 | 4-H Camp Counselor[1] N=48 | 4-H Officer N=37 | Extension Hmkr. Pres. N=47 | Forage Board N=34 | Coop Ldr. N=30 | Lake Comm. N=33 | Town N=36 | Sr. Cit. Club N=9 |
|---|---|---|---|---|---|---|---|---|---|
| Professional Technical | 15 | 10 | 14 | 15 | 26 | | 36 | 6 | 22 |
| Farming | 34 | 38 | 22 | 6 | 62 | 73 | 6 | 61 | |
| Manager/Official | 15 | 15 | 3 | 17 | 6 | 13 | 36 | 17 | 22 |
| Clerical/Sales | 6 | 4 | 14 | 4 | 3 | 3 | 6 | | 22 |
| Crafts/Skilled | 5 | 15 | 11 | | 3 | 7 | 3 | 3 | |
| Service/Trans | 9 | 8 | 14 | 8 | | 3 | 9 | 11 | 11 |
| Factory/ Semi-Skilled | 2 | 4 | 3 | 2 | | | | 3 | 11 |
| Laborer/Unskilled | 1 | 2 | | | | | | | |
| Homemaker | 10 | | 16 | 45 | | | | | 11 |
| Student/Unemployed | 1 | | 5 | | | | | | |
| No Response | 2 | 4 | | 2 | | | 3 | | |
| Current Occupation | 82 | 98 | 97 | 79 | 100 | 77 | 67 | 75 | 11 |
| Retired | 13 | | 3 | 19 | | 17 | 27 | 14 | 67 |
| No Response | 5 | 2 | | 2 | | 7 | 6 | 11 | 22 |

[1]Occupation of Head of Household for 4-H Camp Counselors

Table 6
Education of Leaders

Percent Each Education Level

| | Total N=279 | 4-H Camp Counselor N=48 | 4-H Officer N=37 | Extension Hmkr. Pres. N=47 | Forage Board N=34 | Coop Ldr. N=30 | Lake Comm. N=33 | Town N=36 | Sr. Cit. Club N=9 |
|---|---|---|---|---|---|---|---|---|---|
| Up to 8th Grade | 2 | | 3 | 2 | | 3 | | 8 | |
| Some High School | 13 | 52 | 3 | 4 | | | 9 | 8 | 33 |
| Complete High School | 24 | 25 | 16 | 19 | 15 | 43 | 18 | 33 | 22 |
| Some Voc School | 15 | 4 | 8 | 28 | 12 | 23 | 15 | 17 | 11 |
| Complete Voc School | 8 | | 19 | 2 | 21 | 3 | 12 | 8 | |
| Some College | 20 | 19 | 35 | 32 | 15 | 10 | 9 | 19 | 11 |
| Complete College | 10 | | 11 | 6 | 21 | 10 | 24 | 3 | |
| Some Graduate School | 3 | | 3 | 4 | 12 | 3 | | 3 | |
| Complete Graduate School | 4 | | 3 | 2 | 6 | | 12 | | 22 |
| No Response | 0[1] | | | | | 3 | | | |

[1]0.4% rounded to 0%

Table 7
Mean Number of Community Groups, Organizations in which Leader is Currently a Member

| | Total N=279 | 4-H Camp[1] Counselor N=48 | 4-H Officer N=37 | Extension Homemkr. Pres. N=47 | Forage Board N=34 | Coop Ldr. N=30 | Lake Comm. N=33 | Town N=36 | Sr. Cit. Club N=9 |
|---|---|---|---|---|---|---|---|---|---|
| Mean Number of Organizations | 3.6 | 4.0 | 3.5 | 3.7 | 3.8 | 3.1 | 3.2 | 4.0 | 3.8 |

[1]4-H Counselors includes school groups.

Table 8
Overall Contact with Extension - Past 2 Years

Percent Each Category and Mean Rating

| | Total N=279 | 4-H Camp Counselor N=48 | 4-H Officer N=37 | Extension Homemkr. Pres. N=47 | Forage Board N=34 | Coop Ldr. N=30 | Lake Comm. N=33 | Town N=36 | Sr. Cit. Club N=9 |
|---|---|---|---|---|---|---|---|---|---|
| Much (3) | 47 | 44 | 70 | 72 | 65 | 13 | 24 | 28 | 11 |
| Moderate (2) | 43 | 48 | 27 | 28 | 29 | 63 | 46 | 61 | 67 |
| Little (1) | 9 | 6 | 3 | 0 | 3 | 20 | 24 | 8 | 22 |
| None (0) | 1 | 2 | 0 | 0 | 0 | 3 | 3 | 3 | 0 |
| No Response | 1 | | | | 3 | | 3 | | |
| Mean Rating | 2.4 | 2.3 | 2.7 | 2.7 | 2.6 | 1.9 | 1.9 | 2.1 | 1.9 |

Overall Contact with Extension

Leaders were asked to indicate on a scale of none, little, moderate and much, how much contact they had with Extension personnel or information in the past 2 years. As shown in Table 8, ninety percent of the leaders had had a moderate amount, or much Extension contact. The leaders with the most contact were Extension Homemaker presidents, 4-H officers and forage council board members. In only 3 groups did at least a fifth of the leaders have little Extension contact. They were cooperative, lakes and senior citizen leaders.

Summary of Leader's Background

Generally the leaders included in the study:

1. were relatively active in community organizations.
2. were among the more active participants/leaders in their organization
3. had periodic to frequent contact with Extension
4. had above average education for their communities
5. exhibited a wide range of occupations, ages and gender across groups, but a fair amount of homogeneity within groups

LEADERSHIP POSITION EXPERIENCE AND MOTIVATION

Years in Leadership Position

The tenure of leaders in their leadership position is shown in Table 9. Over 90% of the leaders had been in the position at least one and one half years. Only among 4-H officers had any significant number (19%) been in office less than a year. Half of the leaders had 3 or more years of tenure and 12% had been in office over 10 years. Among 3 groups the majority of leaders had over 5 years of experience, forage (65%), towns (64%), and lakes (53%).

Newness of Leadership Position

Leaders were asked how new or different from their previous experience the leadership position had been. Their responses are shown in Table 10. A fifth of the leaders indicated the position was very different from their previous experience. At least half of the leaders in all groups except forage leaders fund their position somewhat new or different.

Reasons for Serving in Leadership Position

Leaders were asked to check up to three of the most important reasons they agreed to serve in the leadership role. The results are shown in Table 11. There were three main reasons given by leaders for serving in their positions: **to help or serve others** (69%), **to accomplish something** (52%) and **to learn things** (47%). These were cited frequently by persons in nearly all of the leader roles. A substantial number (34%) also serve to **use my skills** in all groups. 4-H camp counselors (73%) and senior citizen leaders (56%) were most likely to serve to **meet people and make friends**. Leaders in several groups also serve to **advance my interests**, cooperative (67%), forage (44%), lake (30%) and town (25%). Finally, in some groups leaders serve to **enjoy other's company**, senior citizen (44%), 4-H counselors (27%) and Extension Homemaker presidents (26%).



Some leaders offered reasons not included in the structured question. Such reasons included **no one else would do it** (4), **to help kids** (4) and to

Table 9

Years in Leadership Position[1]

Percent Each Category

| | .5 | 1.0 | 1.5-2.5 | 3.0-4.5 | 5.0-9.5 | 10.0-19.5 | 20+ | NR |
|---|---|---|---|---|---|---|---|---|
| Extension Homemaker (N=279) | 6 | 6 | 70 | 13 | 2 | | | 2 |
| Senior Citizens (N=9) | | | 44 | 22 | 33 | | | |
| 4-H Camp Counselors (N=48) | 2 | | 67 | 25 | 6 | | | |
| 4-H Officer (N=37) | 19 | | 57 | 14 | 11 | | | |
| Forage (N=34) | | 15 | 35 | 44 | 6 | | | |
| Coops (N=30) | | 4 | 4 | 26 | 26 | 30 | 9 | |
| Towns (N=36) | | | 11 | 22 | 25 | 25 | 14 | 3 |
| Lakes (N=33) | | | 22 | 22 | 28 | 25 | | 3 |
| TOTALS | 4 | 3 | 42 | 23 | 14 | 9 | 3 | 1 |

[1]Time in position rounded to nearest .5 year

Table 10
Newness of Leadership Position When Began

Percent each Category and Mean Rating

| | Total N=279 | 4-H Camp Counselor N=48 | 4-H Officer N=37 | Extension Homemkr. Pres. N=47 | Forage Board N=34 | Coop Ldr. N=30 | Lake Comm. N=33 | Town N=36 | Sr. Cit. Club N=9 |
|---|---|---|---|---|---|---|---|---|---|
| Very Different | 19 | 6 | 22 | 19 | | 37 | 24 | 19 | 44 |
| Somewhat Different | 33 | 44 | 30 | 34 | 15 | 40 | 30 | 39 | 11 |
| A Little Different | 32 | 44 | 24 | 32 | 50 | 17 | 30 | 22 | 44 |
| Not At All Different | 10 | 4 | 19 | 13 | 24 | | 12 | 3 | |
| No Response | 6 | 2 | 5 | 2 | 12 | 7 | 3 | 17 | |
| Mean Rating | 2.6 | 2.5 | 2.6 | 2.6 | 1.9 | 3.2 | 2.7 | 2.9 | 3.0 |

Table 11
Reasons for Serving in Leadership Position

Percent Checked Top 3

| | Total N=279 | 4-H Camp Counselor N=48 | 4-H Officer N=37 | Extension Hmkr. Pres. N=47 | Forage Board N=34 | Coop Ldr. N=30 | Lake Comm. N=33 | Town N=36 | Sr. Cit. Club N=9 |
|---|---|---|---|---|---|---|---|---|---|
| Help/Serve Others | 69 | 54 | 81 | 70 | 62 | 63 | 61 | 83 | 89 |
| Accomplish Something | 52 | 21 | 46 | 47 | 47 | 47 | 91 | 83 | 56 |
| Learn Things | 47 | 33 | 68 | 47 | 71 | 50 | 30 | 39 | 11 |
| Use My Skills | 34 | 33 | 35 | 34 | 30 | 33 | 33 | 39 | 33 |
| Meet People/ Make Friends | 26 | 73 | 11 | 26 | 12 | 10 | 15 | 11 | 56 |
| Advance My Interests | 26 | 17 | 5 | 17 | 44 | 67 | 30 | 25 | |
| Have Influence | 15 | 19 | 16 | 13 | 18 | 17 | 15 | 17 | |
| Enjoy Other's Company | 15 | 27 | 13 | 26 | 3 | 3 | 6 | 6 | 44 |
| Meet Job Expectations | 5 | 6 | 8 | 2 | 3 | 7 | 6 | | |
| Be Recognized | 4 | 15 | | | 3 | | 3 | | |
| Other | 8 | 15 | 8 | 2 | 6 | | 21 | 3 | |

deal with environment or lake concerns (6). The overall results indicate that some common leadership motives exist across all groups and that some motives vary according to the specific purposes of the organization in which the leader serves.

Summary of Leadership Position Experience and Motivation

The leaders who participated in the study:

1. varied widely in their tenure in office across groups and within groups
2. found the leadership position to be somewhat, but not greatly, new or different from previous experiences
3. exhibited several common motives for serving in the leadership position and some motives peculiar to the type of organization they led.

## EXTENSION ASSISTANCE AND PROGRAMS FOR LEADERS

Wisconsin Cooperative Extension serves community leaders in several ways. Approaches vary across state program areas. A general discussion of leadership education in Extension is provided earlier in this report in the section on Cooperative Extension's Leadership Development Programming.

### Extension's Assistance to Leaders

To determine the specific types of assistance provided by Extension to leaders in the study they were asked to check any of 8 possibilities listed in the mail questionnaire. The results are shown in Table 12. The three main forms of assistance Extension provided to leaders in these organizations were **providing information the leader could use in their role (64%), assisting the leader in the on-going performance of the role (57%)** and **advising the leader on how to carry out the role (51%)**. With the exception of senior citizens, nearly 40% of the leaders in all groups received the latter three forms of assistance. In 6 groups, 2 of 5 leaders had also received information about the leadership position itself. Among camp counselors and cooperative leaders the most common form of assistance was **group instruction related to the leadership role**. Town officials (56%) were also likely to have received group instruction. A high proportion of Extension Homemaker presidents (57%), 4-H officers (54%), senior citizens (44%), 4-H camp counselors (42%) and forage leaders (38%) were **encouraged to assume the role** by Extension. Other types of Extension assistance cited by leaders included citing specific information (5), training sessions (3) or individual Extension staff contacts (5). Some leaders (4) among lakes, town's and forage groups reported that Extension helped them make useful contacts with other people and services.

In general, then, most leaders had some direct contact and advisory assistance from Extension staff. Most also received information useful to their responsibilities. Some leaders were offered and took advantage of group instruction sessions.

### Group Instruction for Leaders

Specific group instruction programs were provided by Cooperative Extension (sometimes in conjunction with other agencies) for leaders in some of the positions included in the study. Some of the programs were specifically designed to enhance the leadership capacity of participants. These included:

Table 12
Extension Assistance to Leader in Role

Percent Checked

| | Total N=279 | 4-H Camp Counselor N=48 | 4-H Officer N=37 | Extension Hmkr. Pres. N=47 | Forage Board N=34 | Coop Ldr. N=30 | Lake Comm. N=33 | Town N=36 | Sr. Cit. Club N=9 |
|---|---|---|---|---|---|---|---|---|---|
| Provide Information Use in Role | 64 | 67 | 54 | 70 | 56 | 57 | 76 | 72 | 44 |
| Assist On-going Role Performance | 57 | 38 | 68 | 68 | 68 | 60 | 58 | 58 | 22 |
| Advice on Carry Out Role | 51 | 60 | 49 | 55 | 44 | 57 | 48 | 47 | 33 |
| Provide Information about Role | 44 | 58 | 35 | 53 | 38 | 40 | 48 | 39 | 22 |
| Provide Group Instruction Related to Role | 41 | 69 | 11 | 36 | 24 | 77 | 15 | 56 | 22 |
| Encouraged to Assume Role | 36 | 42 | 54 | 57 | 38 | 10 | 21 | 8 | 44 |
| Selected for Role | 20 | 60 | 35 | 21 | 9 | | | | 11 |
| Appointed to Role | 6 | 10 | 5 | 15 | 3 | | | | 11 |
| Other | 6 | 4 | | 4 | 6 | | 15 | 6 | |

1. **Hatching Your Leadership Potential**. This program was designed to increase the leadership effectiveness of senior citizens serving their clubs and other organizations and the effectiveness of EFNEP program assistants in their educational programming and in other community activities. Three workshops were conducted in Waukesha County in southeastern Wisconsin in November 1985. They featured instruction on self-concept, leadership styles, motivation and communication skills. Participants identified individual leadership goals they would pursue. A follow-up workshop was held in March 1986. Sixteen senior citizens and 13 EFNEP program assistants participated in the program.
2. **Shared Leadership Program**. Cooperative Extension Family Living Education and the Wisconsin Extension Homemakers Council cooperated in conducting a shared leadership development program from 1984 through 1987. The concept and materials were adapted from the Family Community Leadership Program developed in the western United States CES region. State and county Extension professionals teamed with Extension homemaker volunteers in co-planning and co-teaching a selected topic each year. Through the multiplier technique training conducted at the state level as carried to the district and then the county and finally the club level. Each training session lasted 1 to 2 hours. The topic selected in 1985-86 was Tact in Action and focused on conflict management. The 1986-87 topic Task and Action focused on situational leadership style.
3. **Leadership and Management Workshop Series**. The Cooperative Extension Center for Cooperatives provides an intensive cooperative director leadership training program. Since 1964 over 3000 directors and managers have been certified. A series of three 2-day workshops is offered, usually over a 3-5 year cycle in localities around the state. The first workshop emphasizes the leadership team, the second, decision making and the third, communications. A cooperative director or manager is certified upon completing all three workshops.

Other programs were offered to provide information and education of assistance to persons in leadership positions, but were not labeled as leadership development programs. In a broad sense they served to further develop leadership capacity, but in a narrower sense they are viewed as technical education. The programs in this category included:

1. **New Official Workshops**. Cooperative Extension at the state and county level provides several forms of local government education in Wisconsin. New Official Workshops are offered following each spring election in about 10-15 communities. Elected town board and community officials are the primary audience. The workshop provides an orientation to the responsibilities and functions of local government officials.
2. **Conducting the Annual Town Meeting Workshop**. A second local government education program is provided periodically for town board officials. In concert with the Wisconsin Towns Association Extension provides instruction on the role and procedures of the annual town meeting. Both of the government education programs described here are designed to educate the large number of new officials who assume local government responsibilities at each election.
3. **Annual Lakes Convention**. Each year the Wisconsin Federation of Lakes, in conjunction with Cooperative Extension and the Department of Natural Resources conducts a 2 day Lakes Convention. Over 200 lakes district commissioners, other local leaders and natural resource professionals attend. The usual format includes a keynote address, concurrent workshops on many topics, awards and exhibits.

The above programs were selected for inclusion in the study because they were statewide in scope (with the exception of Hatching Your Leadership Potential) and had been recently available (past 3 years) to most or all of the leaders in the survey. Though group instruction is also provided for 4-H counselors, 4-H officers and forage leaders, no recent statewide programs, with some leadership development emphasis, that were targeted at and available to most or all of these leader groups were identified.

Table 13 provides information on the leaders who attended the group instruction programs and on the ratings of the quality of those programs. Over half of the leaders in each group had attended the program(s) offered to them. Ratings for all programs were 3.70 or higher on a 5 point scale. The highest rated programs were Hatching Your Leadership Potential (4.47-4.50) and both Lakes Conventions (4.26-4.30).

The ratings of leadership programs show that all were considered moderately effective or better by participant leaders. Though some range in the ratings was shown the data of this study give little basis for explanation.

## LEADERSHIP DEVELOPMENT AND EXTENSION'S INFLUENCE

The heart of the Leadership Impact Study was the determination of changes in important leadership dimensions experienced by leaders and the determination of Extension's influence on those changes. Changes in 4 areas were studied: organizing and relating skills, planning and directing skills, leadership perspectives and community participation.

### Organizing and Relating Skills

Leaders were asked to rate on a 5 point scale how skillful they were most recently in accomplishing or helping others accomplish 11 organizing and relating tasks. They were then asked to rate their skill when they first began performing in the leadership position. Leaders had the option of skipping items that did not apply to their leadership situation. In the telephone interviews leaders were asked to select up to 3 important changes and to discuss them. Table 14 shows the number of leaders who rated each item on the mail survey and the number who selected each item for discussion in the phone survey. This data gives indication of the skills that were deemed most relevant and of the skill changes deemed most important to the leaders.

Across all groups the skills rated by most leaders in the mail survey were **communicating ideas, feeling to others, sensing what others are communicating** and **accepting differences in people**. The skills rated by the smallest proportion of leaders were **managing conflicts, relating to influential individuals, conducting well-received meetings** and **relating to other groups**. These patterns held up pretty consistently across most of the groups.

A different pattern occurred in the selection of items to discuss in the phone interviews. The items selected most often, by far, were **identifying needs, interests of group members** and **communicating ideas, feelings to others**. The items selected least often were **relating to other groups, managing conflicts** and **establishing expectations of group members**. These findings confirm that among the 11 organizing and relating skills relevance and importance to leaders varies. The variation in these skills, however, is relatively consistent across different types of groups.

Table 13

Leadership Program Ratings

| Leadership Program | Sample Number | Number who Attended/ Rated | Mean Rating | Percent Who Taught Later |
|---|---|---|---|---|
| Extension Homemakers | | | | |
| Shared Leadership Program | | | | |
| Tact in Action | 47 | 41 | 3.71 | 85 |
| Task and Action | 47 | 37 | 3.73 | |
| Senior Citizens | | | | |
| Hatching Your Leadership Potential | 9 | 7 | 4.47 | |
| EFNEP Aides | | | | |
| Hatching Your Leadership Potential | 5 | 4 | 4.50 | |
| Town Supervisors | | | | |
| New Official Workshop | 36 | 23 | 3.91 | |
| Conducting the Annual Town Meeting Workshop | 36 | 21 | 3.95 | |
| Lakes Commissioners | | | | |
| 1986 Lakes Convention | 33 | 19 | 4.26 | |
| 1985 Lakes Convention | 33 | 20 | 4.30 | |
| Cooperative Leaders | | | | |
| Leadership and Management Workshop I "Leadership Team" | 30 | 30 | 3.97 | |
| Leadership and Management Workshop II "Decision Making | 30 | 30 | 3.93 | |
| Leadership and Management Workshop III "Communications | 30 | 30 | 4.10 | |

Table 14
Most Relevant and Important Organizing and Relating Skills

Number who Rated[2] Item on Mail Survey and Number who Selected Item as Important Change in Telephone Interview

| | Total[1] M=279 T=141 | | 4-H Camp Counselor M=48 T=19 | | 4-H Officer M=37 T=20 | | Extension Hmkr. Pres. M=47 T=19 | | Forage Board M=34 T=18 | | Coop Ldr. M=30 T=18 | | Lake Comm. M=33 T=18 | | Town M=36 T=17 | | Sr. Cit. Club M=9 T=6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn |
| Communicating Ideas, Feelings to Others | 278 | 51 | 48 | 7 | 37 | 11 | 47 | 9 | 34 | 5 | 30 | 5 | 33 | 4 | 36 | 8 | 8 | 0 |
| Sensing What Others are Communicating | 275 | 35 | 48 | 6 | 36 | 8 | 47 | 2 | 34 | 5 | 30 | 6 | 32 | 1 | 36 | 4 | 8 | 1 |
| Accepting Differences in People | 272 | 33 | 47 | 4 | 37 | 5 | 45 | 2 | 34 | 5 | 30 | 4 | 30 | 4 | 35 | 5 | 9 | 3 |
| Identifying Needs, Interests of Group Members | 266 | 54 | 48 | 5 | 31 | 7 | 47 | 8 | 34 | 8 | 26 | 5 | 31 | 7 | 35 | 9 | 9 | 3 |
| Motivating Others | 266 | 28 | 47 | 6 | 34 | 4 | 46 | 2 | 34 | 4 | 28 | 3 | 28 | 0 | 36 | 4 | 8 | 3 |
| Establishing Expectations of Group Members | 259 | 19 | 48 | 2 | 30 | 2 | 44 | 2 | 33 | 5 | 26 | 2 | 31 | 2 | 34 | 2 | 8 | 2 |
| Relating to Other Groups | 253 | 13 | 43 | 4 | 33 | 2 | 39 | 0 | 33 | 1 | 28 | 3 | 29 | 1 | 35 | 0 | 8 | 1 |
| Conducting Well-Received Meetings | 250 | 38 | 44 | 7 | 32 | 5 | 47 | 7 | 30 | 7 | 20 | 2 | 32 | 5 | 32 | 2 | 9 | 1 |
| Relating to Influential Individuals | 246 | 20 | 42 | 2 | 32 | 2 | 40 | 4 | 31 | 3 | 27 | 2 | 29 | 6 | 33 | 1 | 8 | 0 |
| Managing Conflicts | 232 | 18 | 46 | 6 | 30 | 4 | 40 | 1 | 25 | 2 | 20 | 3 | 24 | 0 | 34 | 2 | 9 | 0 |
| Identifying and Recruiting Group Members | 179 | 22 | 45 | 3 | 27 | 3 | 46 | 9 | 34 | 6 | 23 | 5 | — | - | — | - | - | - |

[1]M=N for mail survey, T=N for telephone survey
[2]Leaders had the option of skipping items that did not apply to their leadership situation

Table 15 shows the changes in organizing and relating skills reported through the pre and current self-ratings given by leaders. For the total sample and for each leader group positive change was shown on every organizing and relating skill. The changes were statistically significant for the total sample on every organizing and relating skill.[4] Within specific leader groups the changes were statistically significant for every skill in every examined group with only 1 exception. Changes in **accepting differences in people** were not statistically significant for forage leaders. Due to a small n's changes were not tested, and in some cases, not reported for senior citizens. The changes for the total sample ranged from a +.6 to a +1.0 difference in pre and current mean scores. The skills showing greatest change across all groups were **identifying needs, interests of group members** and **identifying and recruiting group members**. The least amount of change was noted for **accepting differences in people** and **relating to other groups**. Some of the large changes that were unique to different groups were **managing conflicts** for 4-H officers; **conducting well-received meetings** and **motivating others** for Extension Homemaker presidents; and **conducting well-received meetings** and **relating to influential individuals** for cooperative leaders. Cooperative leaders reported the largest changes and forage leaders showed the least change of all the groups.

Overall, the greatest changes in each leader position group appeared to occur in tasks of greatest exposure and demand in the given group context. For example management of conflicts is most likely to occur with frequency in camp groups where young campers have not learned ways to resolve their differences and in town government where the political process institutionalizes conflict between competing interests. Accordingly, changes in conflict management skills were greatest in these two groups.

A key purpose of the telephone interview portion of the study was to explore the ways that Extension influences changes in perceived leadership competency. Each leader was asked to select up to 3 of the organizing and relating skills where they experienced a change in their performance and to discuss how Extension contacts, information or programs may have influenced each change. The responses of leaders were reviewed and categorized. The influences cited by leaders (across all groups) for each organizing and relating skill are shown in Table 16.

Three sources of influence emerged as most prevalent across all organizing and relating skills. They were **meetings, workshops or conventions** (cited 94 times), **direct assistance, contact or modeling of the local staff eg. the agent** (cited by 87) and the **experience of being involved in the position** (cited by 87). These three influence sources reflect three major forms of Extension leadership development which are: informal assistance and modeling by local Extension staff, structured educational events and fostering participation opportunities through organization development. These are the three major contributions of Extension that leaders cited when asked to comment on Extension's influence. These three Extension influences were cited frequently across nearly all organizing and relating skills but the prominence of each method varied somewhat according to the skill involved. A fourth method of leadership development is **furnishing information to leaders**. This method was cited by some leaders as well (26). Extension information was

[4]A statistically significant change is one that is unlikely to have occurred through normal variation expected in a random sample.

Table 15
Changes in Organizing and Relating Skills

Rating Now and Change

| | Total N=193-222[1,2] | | 4-H Camp Counselor N=37-42 | | 4-H Officer N=24-33 | | Ext. Hmkr. Pres. N=28-34 | | Forage Board N=27-32 | | Coop Ldr. N=15-23 | | Lake Comm. N=19-23 | | Town N=26-31 | | Sr. Cit.[4] Club N=5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg |
| Accepting Differences in People | 4.0 | +0.6* | 4.6 | +0.7* | 4.0 | +0.6* | 4.3 | +0.8* | 3.7 | +0.2 | 3.6 | +0.6* | 3.8 | +0.6* | 3.6 | +0.9* | | |
| Communicating Ideas, Feelings to Others | 3.9 | +0.9* | 4.1 | +0.6* | 3.8 | +0.9* | 3.9 | +1.1* | 3.9 | +0.6* | 3.7 | +1.0* | 4.0 | +1.0* | 3.5 | +0.5* | | |
| Conducting Well Received Meetings | 3.8 | +0.9* | 3.8 | +0.9* | 3.8 | +0.9* | 4.1 | +1.3* | 3.4 | +0.5! | 3.8 | +1.5* | 3.9 | +0.9* | 3.4 | +0.6* | | |
| Identifying Needs, Interests of Group Members | 3.7 | +1.0* | 4.2 | +0.8* | 3.4 | +1.0* | 3.8 | +1.1* | 3.3 | +0.8* | 3.4 | +1.2* | 3.9 | +1.3* | 3.5 | +0.9* | 3.2 | +0.2 |
| Establishing Expectations of Group Members | 3.7 | +0.8* | 4.1 | +0.8* | 3.5 | +0.6* | 3.7 | +1.0* | 3.3 | +0.5* | 3.7 | +1.0* | 3.8 | +0.8* | 3.6 | +0.6* | 4.2 | +0.8 |
| Sensing What Others are Communicating | 3.7 | +0.7* | 4.0 | +0.7* | 3.7 | +0.8* | 3.7 | +0.9* | 3.6 | +0.4* | 3.5 | +0.8* | 3.6 | +0.7* | 3.5 | +0.7* | | |
| Relating to Influential Individuals | 3.6 | +0.8* | 3.9 | +0.8* | 3.7 | +1.0* | 3.5 | +1.0* | 3.5 | +0.6* | 3.5 | +1.4* | 3.9 | +1.0* | 3.3 | +0.6! | | |
| Motivating Others | 3.6 | +0.8* | 4.2 | +0.9* | 3.6 | +0.8* | 4.1 | +1.2* | 3.2 | +0.6* | 3.2 | +1.1* | 3.4 | +0.4 | 3.3 | +0.8* | | |
| Managing Conflicts[3] | 3.6 | +0.8* | 4.1 | +0.9* | 3.6 | +1.1* | 3.4 | +0.8* | 3.4 | +0.4! | 3.4 | +1.0* | 3.7 | +0.7* | 3.6 | +0.9* | | |
| Relating to Other Groups | 3.6 | +0.6* | 4.2 | +0.7* | 3.6 | +0.6* | 3.4 | +0.8* | 3.3 | +0.3! | 3.3 | +1.0* | 3.5 | +0.4! | 3.1 | +0.3! | | |
| Identifying and Recruiting Group Members | 3.5 | +1.0* | 3.8 | +1.1* | 3.2 | +1.1* | 3.6 | +1.0* | 3.2 | +0.6* | 3.5 | +1.3* | ——— | | ——— | | ——— | |

[1]N's=Number who provided both current and pre ratings for each skill item (See Appendix A).
[2]N for recruiting = Total (146), item not included some questionnaires
[3]N for Managing Conflicts = Total (179), Lakes (14), Forage (20), Coop (14)
[4]Results not given for Senior Citizens (N<5) No t-test, N's too small
[5]t-test *p<0.1, !p<0.5

cited primarily as an aid in strengthening identification of member needs, communicating to others and conducting meetings. The influence of state specialists was rarely cited by leaders.

It should also be noted that some leaders reported that leadership changes occurred without the benefit of any Extension influences (28 citations). This response was most commonly given for changes in the skills of identifying member needs and accepting differences in people. Another set of leaders reported that changes in leadership were due to their own background and general experiences over time (41). This response implies that sources other than Extension were responsible for the change.

The data in Table 17 provide an analysis of the sources of Extension influence as they were cited by leaders in each group. Among the three major Extension influences some notable differences emerged. Forage leaders cited informal assistance of the Extension agent as the most frequent influence on leadership changes (30), by far. Cooperative leaders and lake commissioners cited meetings, workshops or conventions most frequently. Experience in the leader position was cited most by 4-H counselors, 4-H officers and Extension Homemaker presidents. Finally, among town officials the most frequent influence was the leader's own background and general experience. These data emphasized the variations in leadership development approaches that Extension uses across different program areas and clientele.

The data on Extension influences on leadership changes is based on comments offered by leaders in telephone interviews. The results demonstrate spontaneous observations of leaders for selected leadership skills, but do not verify the extent of influences cited across all leaders for all skills. The results suggest that Extension provides influence and leaders use such influence through different methods for different leader groups. However, across all leader groups three methods are clearly the most influential. They are meetings, workshops or conventions; direct assistance, contact or modeling of the local agent staff; and the experience of being involved in the position.

Some leaders, as shown in Table 17, reported that their organizing and relating skills did not change. The number reporting no change was small in all groups except among lakes commissioners where 7 of the 18 reported no change. The most common reason for no change (10) was that the individual had already acquired relevant organizing and relating skills through earlier experiences. Two 4-H officers indicated they had been in office too short a time to experience skill changes.

Planning and Directing Skills

A second set of leadership skills covered in the mail and telephone surveys were planning and directing skills. Table 18 provides information on the number of leaders who rated each of the 9 skills in the mail survey (thereby showing that each skill was relevant to their leadership situation). Only three skills were rated by less than 90% of the leaders. They were evaluating activities and results (88%), defining roles and delegating responsibilities (87%) and acquiring and managing finances (70%). Managing finances was rated less frequently by all groups other than town supervisors and lakes commissioners.

Table 18 also shows the number of leaders who selected each skill as an important area of change. Several skills stand out in this analysis. The skills selected most often were analyzing needs and problems of concern to the group (54), planning actions to accomplish goals (49) and getting effective

Table 16
Extension Influences on Changes in Organizing and Relating Skills

Number of Times Influence Source Cited for Change in Each Skill

| Influence Sources[2] | Total | Ident. Member Needs N=54[1] | Commun. to Others N=51 | Sense Other's Commun's N=35 | Accept Diff's In Others N=33 | Establish Expec's N=19 | Motiv. Others N=28 | Conduct Mtgs. N=38 | Manage Conflict N=18 | Relate Other Groups N=13 | Relate Infl. Indivs N=20 | Recruit Membrs N=22 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Agent | 87 | 12 | 12 | 6 | 8 | 7 | 8 | 16 | 5 | 2 | 3 | 8 |
| Meeting, Workshop, Convention | 94 | 15 | 16 | 10 | 4 | 6 | 9 | 10 | 3 | 6 | 5 | 10 |
| Materials, Info, Survey | 26 | 9 | 5 | 1 | | 1 | 1 | 5 | 1 | 2 | 1 | |
| Experience of Being Involved | 87 | 4 | 17 | 10 | 10 | | 5 | 11 | 7 | 6 | 3 | 14 |
| Own Background, Experience | 41 | 7 | 5 | 6 | 9 | 3 | 4 | 2 | 1 | 2 | 2 | |
| Specialist | 5 | 1 | 2 | | | | | | | | 1 | 1 |
| Ext. Helpful (Gen.) | 40 | 9 | 6 | 8 | 4 | 3 | 5 | 2 | 1 | 1 | 1 | |
| Intro to Influentials | 3 | | | | | | | | | | 3 | |
| Mother, Parents, Adult Leaders | 5 | | 1 | 1 | | | 1 | | 1 | | | 1 |
| 4-H Club | 1 | | | | | | | | 1 | | | |
| Other | 3 | | | | | | | 1 | | | 2 | |
| Don't Know | 6 | 2 | | | | 2 | | | | | 1 | 1 |
| No Extension Influence | 28 | 6 | 2 | 4 | 10 | | 2 | 1 | 1 | | 1 | 1 |

[1]N's = Number who selected the skill for discussion in the phone interview
[2]Some leaders cited more than 1 influence on a skill item change

Table 17

Extension Influences on Changes in Organizing and Relating Skills - By Leader Group

Number of Times Influence Source Cited for Any Skill by Leaders in Each Group

| Influence Sources | Total N=141 | 4-H Camp Counselor N=19 | 4-H Officer N=20 | Extension Advis. Prog. N=19 | Forage Board N=18 | Coop Ldr. N=16 | Lake Assn. N=18 | Town N=17 | Sr. Cit. Club N=6 |
|---|---|---|---|---|---|---|---|---|---|
| Agent | 87 | 10 | 17 | 13 | 30 | 1 | 4 | 9 | |
| Meetings, Workshops, Convention | 94 | 15 | 8 | 9 | 4 | 29 | 10 | 4 | 7 |
| Materials, Info, Survey | 27 | 4 | 5 | 3 | 3 | 7 | 2 | 2 | |
| Experience of Being Involved | 87 | 29 | 24 | 16 | 6 | 3 | 2 | 1 | 2 |
| Own Background, Experience | 41 | 1 | 6 | 4 | 5 | 7 | 2 | 14 | 4 |
| Specialist | 5 | 1 | 0 | | 0 | 0 | 3 | 1 | |
| Extension Helpful (General) | 40 | 4 | 2 | 3 | 12 | 2 | 3 | 8 | 6 |
| Intro to Influentials | 3 | | | | | | 3 | | |
| Mother, Parents, Adult Leaders | 5 | 5 | | | | | | | |
| 4-H Club | 1 | 2 | | | | | | 1 | |
| Don't Know | 6 | | 2 | 1 | | | 1 | | 1 |
| No Extension Influence | 28 | 2 | 3 | 3 | 3 | 1 | 6 | 9 | |
| No Change[2] | 22 | | 2 | 3 | | 3 | 7 | 3 | 2 |

[1]N's = Number of respondents in sample group

[2]Number of leaders who reported no change in their organizing and relating skills and thus did not discuss change influences

**decisions made** (43). Not surprisingly the skills selected least often were among those rated least often in the mail survey - **evaluating activities and results** (20), and **acquiring and managing finances** (10). Group by group, however, there was considerable variation in the items selected most often. In an interesting exception, 4-H Counselors most frequently selected changes in the skill of **adjusting one's leadership style to the situation**.

The changes in self-rated planning and directing skills reported by leaders are shown in Table 19. Once again for the total sample and for each leader group positive change was shown for every planning and directing skill. The changes were statistically significant in the total sample for every planning and directing skill. Significant changes were shown in all but 3 instances when each skill was examined in each of 7 leader groups. Changes ranged from .5 for **acquiring and managing finances**, and **following through to ensure task completion**, to .9 for **getting effective decisions made**. The amount of change was quite close for 7 of the skills (variation of .2) suggesting the inter-related nature of many of these skills. 4-H officers and lake commissioners showed the greatest variation in change across different skills. The greatest amount of change was reported again by cooperative leaders.

Leaders were also asked in the telephone interviews to cite ways that Extension influenced changes in planning and directing skills. Table 20 shows the categories that were derived from leaders responses for each skill. Once again the 3 predominant sources of Extension influence were **informal agent assistance** (110), **meetings, workshops, conventions** (71) and **experience in the leadership position** (75). These Extension influences were cited frequently for most of the planning and directing skills. Agent influence was especially prominent for the skill of planning actions to accomplish goals and getting effective decisions made. On the other hand, experience in the leadership position was especially influential in increased ability to adjust one's leadership style to changing situations. A fourth form of Extension influence was again that of **providing information**. The number of citations (48) was double that reported for organizing and relating skills. It was cited most often as an aid to **analyzing needs and problems of concern to the group**. Leaders less frequently (than for organizing and relating skills) stated that Extension did not influence changes in selected planning and directing skills (15).

Extension influences were also analyzed according to leadership group settings. The results are shown in Table 21. The results showed a similar pattern to the results achieved for organizing and relating skills for 4 of the groups. The most prominent Extension influences were thus forage leaders (**agent**), cooperative and lakes leaders (**meetings, workshops, conventions**) and 4-H counselors and Extension Homemaker presidents (**leadership position experience**). Two exceptions were that 4-H officers and Town supervisors cited **informal assistance of the agent** as the most common influence on changes in planning and directing skills. Also 2 groups that frequently cited the helpful influence of **Extension information** were lakes commissioners and town supervisors.

In summary, Extension influences on planning and directing skills also vary considerably (as for organizing and relating skills) from one leader group to another. The same three methods (**agent, meetings, experience**) are cited most often across all leader groups. However the influence of the agent is even more pronounced for planning and directing skills than it was for

Table 18

Most Relevant and Important Planning and Directing Skills

Number who Rated Item on Mail Survey and Number who Selected Item as Important Change in Telephone Interview

| | Total M=279 T=141 | | 4-H Camp Counselor M=48 T=19 | | 4-H Officer M=37 T=20 | | Extension Advr. Pres. M=47 T=19 | | Forage Board M=34 T=18 | | Coop Ldr. M=30 T=18 | | Lake Comm. M=33 T=18 | | Town M=36 T=17 | | Sr. Cit. Club M=9 T=6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn |
| Getting Effective Decisions Made | 272 | 43 | 48 | 6 | 36 | 8 | 46 | 5 | 32 | 8 | 27 | 4 | 33 | 2 | 36 | 5 | 9 | 3 |
| Analyzing Needs and Problems of Concern to Group | 268 | 54 | 48 | 2 | 35 | 10 | 45 | 2 | 32 | 11 | 28 | 9 | 31 | 10 | 36 | 9 | 8 | 1 |
| Planning Actions to Accomplish Goals | 262 | 49 | 47 | 7 | 33 | 10 | 45 | 7 | 32 | 4 | 28 | 4 | 31 | 6 | 33 | 8 | 8 | 0 |
| Following Through to Insure Task Completion | 259 | 26 | 47 | 3 | 35 | 3 | 46 | 5 | 29 | 3 | 23 | 1 | 31 | 1 | 34 | 5 | 9 | 2 |
| Developing Creative Solutions | 258 | 33 | 48 | 6 | 32 | 4 | 45 | 3 | 31 | 7 | 29 | 4 | 30 | 2 | 31 | 4 | 8 | 3 |
| Adjusting my Leadership Style to the Situation | 251 | 23 | 47 | 8 | 33 | 1 | 45 | 3 | 29 | 4 | 24 | 4 | 30 | 2 | 31 | 0 | 7 | 0 |
| Evaluating Activities and Results | 246 | 20 | 46 | 1 | 31 | 4 | 44 | 2 | 33 | 6 | 24 | 4 | 29 | 0 | 29 | 0 | 7 | 1 |
| Defining Roles and Delegating Responsibilities | 242 | 32 | 46 | 3 | 31 | 6 | 46 | 5 | 27 | 4 | 19 | 4 | 31 | 2 | 29 | 5 | 9 | 3 |
| Acquiring and Managing Finances | 195 | 10 | 24 | 0 | 23 | 2 | 33 | 1 | 24 | 0 | 20 | 2 | 28 | 3 | 33 | 2 | 6 | 0 |

Table 19
Changes in Planning and Directing Skills

Rating Now and Change

| | Total N=194-209[1,2] | | 4-H Camp Counselor N=39-41[1] | | 4-H Officer N=24-28 | | Ext. Homemkr. Pres. N=31-36[1] | | Forage Board N=26-30[1,2] | | Coop Ldr. N=14-19[1,2] | | Lake Comm. N=18-23 | | Town N=23-28 | | Sr. Cit.[4] Club N=5-6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg |
| Getting Effective Decisions Made | 3.8 | +0.9* | 3.9 | +0.8* | 3.9 | +1.0* | 3.9 | +0.9* | 3.7 | +0.8* | 3.8 | +1.7* | 4.0 | +0.5* | 3.6 | +0.8* | 3.6 | +0 2 |
| Defining Roles and Delegating Responsibilities | 3.7 | +0.8* | 4.0 | +0.7* | 3.8 | +0.9* | 3.9 | +1.0* | 3.2 | +0.6* | 3.7 | +1.3* | 3.6 | +0.9* | 3.6 | +0.9* | 3.8 | +0.6 |
| Analyzing Needs and Problems of Concern to Group | 3.7 | +0.9* | 4.0 | +0.8* | 3.5 | +1.0* | 3.5 | +0.9* | 3.5 | +0.8* | 3.4 | +1.1* | 3.9 | +0.8* | 3.6 | +0.9* | 3.6 | +0.8 |
| Following Through to Insure Task Completion | 3.7 | +0.5* | 4.3 | +0.5* | 3.7 | +0.4! | 3.9 | +1.0* | 3.4 | +0.4! | 3.3 | +0.4! | 3.6 | +0.4 | 3.4 | +0.7* | 4.0 | +0.5 |
| Planning Actions to Accomplish Goals | 3.6 | +0.7* | 3.9 | +0.7* | 3.5 | +0.7* | 3.8 | +1.0* | 3.3 | +0.7* | 3.5 | +1.2* | 4.0 | +0.6! | 3.5 | +0.7* | 3.6 | +0.2 |
| Adjusting My Leadership Style to the Situation | 3.6 | +0.8* | 4.0 | +0.8* | 3.6 | +0.6* | 3.8 | +1.0* | 3.3 | +0.7* | 3.2 | +0.8! | 3.3 | +0.9* | 3.4 | +0.7 | | |
| Acquiring and Managing Finances | 3.6 | +0.5* | 3.8 | +0.3 | 3.6 | +0.4* | 3.3 | -0.3! | 3.3 | +0.1 | 3.4 | +1.0* | 3.8 | +0.5! | 3.7 | +0.9* | | |
| Evaluating Activities and Results | 3.5 | +0.6* | 3.9 | +0.7* | 3.6 | +0.5* | 3.7 | +0.8* | 3.3 | +0.6* | 3.2 | +0.8* | 3.5 | +0.4* | 3.3 | +0.7* | | |
| Developing Creative Solutions | 3.5 | +0.7* | 3.9 | +0.9* | 3.4 | +0.8* | 3.5 | +0.8* | 3.5 | +0.7* | 3.2 | +0.9* | 3.8 | +0.6* | 3.0 | +0.4! | | |

[1]N for Finance = Total (144), Extension Homemaker (24), 4-H Counselor (20), Forage (21), Coop (11),
[2]N for Defining Roles, Delegating Responsibility Total (187), Forage (24), Coop (11)
[3]Senior Citizens no t-test, N's too small
[4]t-test *p<.01, !p<.05

Table 20

Extension Influences on Changes in Planning and Directing Skills[1,2]

Number of Times Influence Source Cited for Change in Each Skill

| Influence Sources | Total | Analyze Problems N=54 | Creative Solutions N=33 | Plan Actions N=49 | Finance N=10 | Delegate N=32 | Follow Through N=26 | Evaluate N=20 | Adjust Ldrship Style N=23 | Effective Decisions N=43 |
|---|---|---|---|---|---|---|---|---|---|---|
| Agent | 110 | 18 | 11 | 23 | 3 | 9 | 9 | 9 | 10 | 18 |
| Meetings, Workshops, Conventions | 71 | 16 | 12 | 12 | 5 | 9 | 4 | 6 | 6 | 6 |
| Materials, Info, Survey | 48 | 20 | 2 | 5 | 2 | 8 | 3 | 2 | 2 | 4 |
| Experience of Being Involved | 75 | 13 | 8 | 15 | | 7 | 3 | 4 | 11 | 14 |
| Own Background, Experience | 15 | 2 | 1 | 5 | 1 | 3 | 2 | | 1 | |
| Specialist | 4 | 1 | | 1 | 2 | | | | | |
| Extension Helpful (Gen) | 21 | 4 | 2 | 1 | 1 | 2 | 2 | 5 | 3 | 1 |
| Other | 15 | 1 | 1 | 4 | 1 | 4 | 4 | 2 | | |
| Don't Know | 4 | | | | 1 | 1 | 1 | | | 1 |
| No Extension Influence | 15 | 3 | 1 | 2 | | 3 | 3 | | 1 | 2 |

[1]N=Number who selected and discussed each item

[2]Some persons cited more than 1 influence on a skill item change

Table 21
Extension Influence on Changes in Planning and Directing Skills - By Leader Group

Number of times Influence Source Cited for Any Skill by Leaders in Each Group

| Influence Source | Total N=141 | 4-H Camp Counselor N=19 | 4-H Officer N=20 | Extension Homemkr. Pres. N=19 | Forage Board N=18 | Coop Ldr. N=18 | Lake Comm. N=18 | Town N=17 | Sr. Cit. Club N=6 |
|---|---|---|---|---|---|---|---|---|---|
| Agent | 110 | 13 | 28 | 13 | 32 | | 2 | 13 | 1 |
| Meetings, Workshops, Convention | 71 | 9 | 6 | 4 | 4 | 29 | 9 | 5 | 4 |
| Materials/Info/ Survey | 48 | 2 | 8 | 2 | 11 | 5 | 10 | 10 | |
| Experience of Being Involved | 75 | 24 | 13 | 19 | 4 | 7 | 1 | 7 | |
| Own Background, Experience | 15 | 1 | 4 | 2 | 1 | 1 | 2 | 2 | 2 |
| Specialists | 4 | | | | | | 3 | 1 | |
| Extension Helpful (General) | 21 | | 1 | 3 | 6 | 4 | 3 | 2 | 1 |
| Other | 10 | 1 | | | | 1 | 3 | 5 | |
| Don't Know | 4 | 1 | | | | 1 | 2 | | |
| No Extension Influence | 15 | 1 | 3 | | 1 | 1 | 3 | 5 | 1 |
| No Change[1] | 29 | 5 | 3 | 5 | | 4 | 6 | 2 | 2 |

[1]Number of leaders who reported no changes in planning and directing skills and thus did not discuss change influences

organizing and relating skills. A second difference between the two sets of skills was also apparent. Leaders cited the helpful influence of Extension information more frequently for planning and directing skills. Finally, leaders were less likely to say that changes were due to their own background or that Extension had no influence on changes. Taken together these results suggest that across all leader groups Extension places more emphasis and is recognized as an influence more in the area of planning and directing skills than in the area of organizing and relating skills.

Table 21 shows that changes in planning and directing skills were not reported by all leaders. Groups with the greatest number reporting no change were lakes (6), Extension Homemaker (5), 4-H counselor (5) and cooperatives (4). Among those who said they didn't change the most common reason (11) cited in nearly all groups was that the skills had been acquired in earlier times. Some leaders (5) said the skills weren't called for in their group.

Leadership Perspectives

The third type of leadership change considered in the study was a set of attitudes, beliefs and decisions called leadership perspectives. These leadership dimensions affect an individual's willingness and intensity regarding community participation in leadership roles. Leaders were asked to rate on a 5 point scale the degree to which they possessed each attitude. Then they were asked to reflect back and rate their attitude 5 years previously (3 years for camp counselors). Table 22 shows the number of leaders who rated each item on the mail survey. Nearly all leaders rated each item showing that all were relevant to the leaders in their community participation.

Leaders were also asked to select 2 perspective items that were important areas of change in the telephone interviews. Two items were selected far more frequently than the other three. They were **confidence and ease in community participation** (69) and **belief in worth of own ideas and feelings** (55). These items were selected most often in nearly all leader groups. Among specific leader groups other leadership perspectives selected frequently were **willingness to consider different points of view** (4-H Officers and Cooperative leaders) and **interest, desire to participate in community affairs** (forage leaders and Extension Homemaker presidents).

Leaders reported substantial changes in their leadership perspectives. The results appear in Table 23. Positive changes were again shown for each perspective for the total group and for each leader group. Changes in leadership perspectives were statistically significant for all perspective items within the total sample. In all but 3 instances the changes were also statistically significant when items were tested for each of 7 leader groups. The greatest changes were shown for the 2 items most important to leaders, **confidence and ease in community participation** (+1.0). and **belief in worth of own ideas and feelings** (+0.9). The greatest amount of change for every leader group occurred in increased confidence and ease in community participation. Senior citizen leaders reported the smallest amount of change. Several (24) leaders also reported that Extension had no influence on the changes they experienced in the leadership perspectives they described.

During telephone interviews leaders were asked to cite ways that Extension influenced changes in their leadership perspectives. The results are given in Table 24. Across all perspectives the major source of influence was **experience in the leadership position**. Leadership experience (76) was cited most frequently for each of the perspective items. **Assistance of the agent**

Table 22

Most Relevant and Important Leadership Perspectives

Number Who Rated Item on Mail Survey and Number Who Selected Item as Important Change in Telephone Interview

| | Total M=279 T=141 | | 4-H Camp Counselor M=48 T=19 | | 4-H Officer M=37 T=20 | | Extension Advr. Pres. M=47 T=19 | | Forage Board M=34 T=18 | | Coop Ldr. M=30 T=18 | | Lake Comm. M=33 T=18 | | Town M=36 T=17 | | Sr. Cit. Club M=9 T=6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn |
| Confidence and Ease in Community Participation | 277 | 69 | 48 | 16 | 37 | 12 | 47 | 7 | 34 | 10 | 30 | 8 | 33 | 8 | 35 | 7 | 9 | 1 |
| Belief in Worth of Own Ideas and Feelings | 277 | 55 | 48 | 12 | 37 | 7 | 47 | 7 | 34 | 12 | 30 | 7 | 33 | 3 | 35 | 5 | 9 | 1 |
| Willingness to Consider Different Points of View | 277 | 26 | 48 | 1 | 37 | 6 | 47 | 3 | 34 | 2 | 30 | 7 | 33 | 5 | 35 | 0 | 9 | 2 |
| Interest, Desire to Participate in Community Affairs | 276 | 27 | 48 | 0 | 37 | 1 | 47 | 5 | 34 | 6 | 30 | 4 | 33 | 4 | 34 | 4 | 9 | 1 |
| Clear Goals and Priorities for Community Involvement | 274 | 23 | 48 | 3 | 37 | 4 | 47 | 4 | 33 | 4 | 30 | 1 | 33 | 2 | 33 | 2 | 9 | 0 |

Table 23

Changes in Leadership Perspectives[2]

Rating Now and Change

| | Total N=244-252 | | 4-H Camp Counselor N=45 | | 4-H Officer N=32-35 | | Ext. Hmkr. Pres. N=41-43 | | Forage Board N=31-33 | | Coop Ldr. N=28 | | Lake Comm. N=27-28 | | Town N=30-32 | | Sr. Cit.[1] Club N=7 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg |
| Willingness to Consider Different Points of View | 4.2 | +0.6* | 4.3 | +0.7* | 4.3 | +0.9* | 4.5 | +0.7* | 4.1 | +0.3* | 3.9 | +0.5* | 4.2 | +0.5* | 4.1 | +0.7* | 4.1 | +0.4 |
| Belief in Worth of Own Ideas and Feelings | 4.1 | +0.9* | 4.1 | +1.2* | 4.1 | +1.0* | 4.2 | +0.9* | 3.9 | +0.8* | 3.7 | +0.7* | 4.4 | +0.3 | 4.0 | +0.7* | 3.7 | +0.7 |
| Confidence and Ease in Community Participation | 3.9 | +1.0* | 4.1 | +1.3* | 4.0 | +1.3* | 4.1 | +1.0* | 3.7 | +1.2* | 3.5 | +0.7* | 4.1 | +0.8* | 4.0 | +0.9* | 3.7 | +0.7 |
| Interest, Desire to Participate in Community Affairs | 3.8 | +0.6* | 4.0 | +1.0* | 4.0 | +0.8* | 4.2 | +0.7* | 3.5 | +0.6* | 3.5 | +0.3 | 3.7 | +0.2 | 3.9 | 0.8* | 3.6 | +0.2 |
| Clear Goals and Priorities for Community Involvement | 3.7 | +0.8* | 3.9 | +1.1* | 3.6 | +0.9* | 3.7 | +0.8* | 3.5 | +0.9* | 3.2 | +0.4! | 3.9 | +0.6* | 3.9 | +0.9* | 3.3 | +0.4 |

[1]Senior Citizens no t-test, N's too small

[2]t-test *p<0.1, !p<0.5

(38) was cited frequently for **confidence and ease in community participation** (17) and for **belief in worth of own ideas and feelings** (14). The influence of Extension sponsored **meetings, workshops or conventions** (35) was also cited often for most of the perspective items.

The influence of Extension on changes in leadership perspectives was also analyzed by leadership group. Table 25 shows that the predominant Extension influence on leadership perspectives varied by leader group. **Leadership position experience** was cited most often for 4-H counselors, 4-H officers and Extension Homemaker presidents. However, the predominant influence for forage leaders was **agent assistance**, for coop leaders and lake commissioners it was **meetings, workshops, conventions** and for town supervisors and senior citizens it was **Extension help in general**.

Some leaders (34) said they experienced no change in their leadership perspectives. At least a fourth of the leaders in towns (8), lakes (7), 4-H officer (5) and Extension Homemaker (5) groups reported no change. The reason they offered most often (16) was that they were comfortable with their current leadership attitudes and felt no need or desire to change them. Some (7) said they had changed through experiences prior to the period of the study.

Community Participation

As a final set of leadership dimensions, the study investigated the degree and amount of the participation of leaders in community affairs. Leaders were asked to rate the amount or degree of their community participation on 4 items. The ratings used a 5 point scale which called for rating one's participation relative to other persons of the same age involved in community activities. Following a rating of their current participation leaders were asked to rate their participation 5 years previously (3 years for camp counselors). As shown in Table 26, nearly all of the leaders rated each item.

The data in Table 26 also show the number of leaders in telephone interviews who selected each participation item as an important change item. They were asked to select up to 2 items. The 2 items selected and discussed most often were **performance of leader roles** and **degree of active participation in organizations** the 2 items pertaining to intensity of participation rather than scope or breadth of participation. These 2 items were generally selected most often in all leader groups.

Once again leaders reported positive changes in all community participation items (see Table 27). However, the amount of change was smaller in this area than in any of the previous leadership areas. For the total group, changes of +0.4 and +0.5 were recorded for each of the items. Changes were statistically significant for all 4 participation items within the total sample. When changes were examined within 7 of the leader groups, however, changes in at least 2 items were not significant for 4-H officers, Extension Homemaker presidents and lakes commissioners. For most leader groups the amount of change was similar across all 4 participation items. The greatest amount of change was reported by senior citizen leaders. Extension Homemaker presidents reported the smallest changes.

Table 28 provides information on the types of Extension influences on changes in community participation that leaders cited in their telephone interviews. By far the major source of influence cited by leaders was **experience in the leadership position** (63). However, **agent assistance** and **meetings, workshops, conventions** were also cited frequently.

Table 24
Extensions Influences on Changes in Leadership Perspectives

Number of Times Influence Sources Cited
for Change in Each Perspective

| Influence Source | Total | Confid Comm Partic N=69 | Self Worth N=55 | Consider Diff. Views N=26 | Interest Comm. Partic. N=27 | Goals, Priorities N=23 |
|---|---|---|---|---|---|---|
| Agent | 38 | 17 | 14 | 2 | 4 | 1 |
| Meeting, Workshop, Convention | 35 | 10 | 8 | 9 | 6 | 2 |
| Materials, Info, Survey | 11 | 4 | 2 | 2 | 2 | 1 |
| Experience of Being Involved | 76 | 29 | 21 | 13 | 6 | 7 |
| Own Background, Experience | 23 | 9 | 6 | 1 | 3 | 4 |
| Specialists | 1 | | | 1 | | |
| Extension Helpful (General) | 16 | 4 | 4 | 1 | 5 | 2 |
| Personal Contacts Through Extension | 8 | 6 | | | 2 | |
| Family | 2 | | | | 2 | |
| 4-H | 3 | 1 | 2 | | | |
| Other | 4 | | | 2 | 1 | 1 |
| No Extension Influence | 24 | 7 | 4 | 3 | 4 | 6 |

Table 25
Extension Influences on Changes in Leadership Perspectives - By Leader Group

Number of Times Influence Source Cited
for any Perspective by Leaders in Group

| Influence Source | Total N=141 | 4-H Camp Counselor N=19 | 4-H Officer N=20 | Extension Homemkr. Pres. N=19 | Forage Board N=18 | Coop Ldr. N=18 | Lake Comm. N=18 | Town N=17 | Sr. Cit. Club N=5 |
|---|---|---|---|---|---|---|---|---|---|
| Agent | 38 | 8 | 8 | 1 | 19 | 1 | | 4 | 1 |
| Meeting, Workshop, Convention | 35 | 6 | 3 | 3 | 1 | 13 | 5 | 1 | 2 |
| Materials, Info, Survey | 11 | 2 | | | 1 | 1 | 2 | 5 | |
| Experience of Being Involved | 76 | 27 | 23 | 15 | 3 | 5 | 2 | | |
| Own Background, Experience | 23 | 1 | 5 | | 9 | 3 | 3 | | |
| Specialists | 1 | | | | | | 1 | | |
| Extension Helpful (General) | 17 | 1 | | 1 | 1 | 1 | 3 | 6 | 3 |
| Personal Contacts, thru Extension | 8 | 2 | | 3 | | | 3 | | |
| 4-H | 3 | | | | | 1 | | 2 | |
| Other | 6 | | 1 | 3 | | | 2 | | |
| No Extension Influence | 24 | 1 | 1 | 5 | 7 | 6 | 3 | | |
| No Change[1] | 34 | 2 | 5 | 5 | | 2 | 7 | 8 | 2 |

[1]Number of leaders who reported no changes in leadership perspectives and thus did not discuss change influences

Table 26
Most Relevant and Important Community Participation Indicators

Number Who Rated Item on Mail Survey and Number Who Selected Item as Important Change in Telephone Interview

| | Total M=279 T=141 | | 4-H Camp Counselor M=48 T=19 | | 4-H Officer M=37 T=20 | | Extension Hmkr. Pres. M=47 T=19 | | Forage Board M=34 T=18 | | Coop Ldr. M=30 T=18 | | Lake Comm. M=33 T=18 | | Town M=36 T=17 | | Sr. Cit. Club M=9 T=6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn |
| Number of Organization and Group Memberships | 270 | 32 | 47 | 6 | 36 | 5 | 44 | 2 | 34 | 6 | 30 | 3 | 33 | 2 | 36 | 5 | 7 | 1 |
| Degree of Active Participation in Organizations | 269 | 52 | 46 | 7 | 36 | 9 | 44 | 5 | 34 | 8 | 30 | 8 | 33 | 5 | 36 | 4 | 7 | 3 |
| Performance of Leader Roles | 269 | 55 | 47 | 11 | 36 | 14 | 43 | 5 | 34 | 5 | 30 | 8 | 33 | 5 | 36 | 4 | 7 | 2 |
| Breadth of Areas of Involvement | 265 | 22 | 46 | 1 | 36 | 2 | 43 | 3 | 34 | 5 | 28 | 2 | 33 | 4 | 35 | 3 | 7 | 1 |

Table 27
Changes in Community Participation[1]

Rating Now and Change

| | Total N=225-231 | | 4-H Camp Counselor N=38-40 | | 4-H Officer N=29-31 | | Ext. Hmkr. Pres. N=35-37 | | Forage Board N=32-33 | | Coop Ldr. N=24-25 | | Lake Comm. N=27-33 | | Town N=29-31 | | Sr. Cit.[2] Club N=5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg |
| Degree of Active Participation in Organizations | 3.7 | +0.5* | 3.7 | +0.4! | 3.8 | +0.5 | 3.8 | +0.3 | 3.7 | +0.7* | 3.3 | +0.4! | 3.8 | +0.3 | 3.8 | +0.4* | 3.4 | +1.2 |
| Number of Organization and Group Memberships | 3.6 | +0.5* | 3.6 | +0.6* | 3.7 | +0.7* | 3.5 | +0.1 | 3.4 | +0.5* | 3.4 | +0.5! | 3.4 | +0.1 | 3.9 | +0.6* | 3.4 | +0.8 |
| Performance of Leader Roles | 3.6 | +0.5* | 3.6 | +0.8* | 3.6 | +0.5 | 3.9 | +0.3 | 3.5 | +0.5! | 3.3 | +0.5! | 3.8 | +0.6! | 3.6 | +0.3! | 3.8 | +1.2 |
| Breadth of Areas of Involvement | 3.3 | +0.5* | 3.1 | +0.6* | 3.2 | +0.5! | 3.4 | +0.4! | 3.2 | +0.6* | 3.0 | +0.4! | 3.8 | +0.5! | 3.8 | +0.5* | 3.1 | +0.6 |

[1]t-test *p<0.1, !p<0.5
[2]Senior Citizens no t-test, N's too small

Table 28
Extension Influences on Changes in Community Participation

Number of Times Influence Source Cited for Change in Each Participation Item

| Influence Source | Total | No. of Org. Members N=32 | Breadth of Involvement N=22 | Degree of Partic. N=52 | Leadership Roles N=55 |
|---|---|---|---|---|---|
| Agent | 29 | 3 | 8 | 8 | 10 |
| Meetings, Workshop, Convention | 21 | 1 | 4 | 5 | 11 |
| Materials, Info, Survey | 13 | 2 | 3 | 4 | 4 |
| Experience of Being Involved | 63 | 13 | 5 | 20 | 25 |
| Own Background, Experience | 2 | | | 1 | 1 |
| Specialists | 2 | | 2 | | |
| Extension Helpful (General) | 11 | 3 | | 6 | 2 |
| Family, Mother | 5 | 1 | 1 | 3 | |
| Sought Out , Own Motivation | 7 | 2 | 1 | 3 | 1 |
| Other Organization Roles | 4 | | | | 4 |
| Other | 6 | | 1 | 4 | 1 |
| No Extension Influence | 29 | 3 | 4 | 13 | 9 |

The general pattern regarding variations on Extension influence by leader group was also evident for community participation. As shown in Table 29, 4-H counselors, 4-H officers and Extension Homemaker presidents cited **experience in the leadership position** as the predominant influence on changes in participation. Forage leaders were influenced most by the **agent's assistance** and cooperative leaders were most often influenced by Extension sponsored **meetings, workshops or conventions**. Interestingly, participation changes of Town Supervisors were influenced most by **Extension information**. A significant number of leaders said Extension did not influence changes in their participation. The number who made this report for community participation was similar to the number reporting no influence for organizing and relating skills.

Over a third (51 or 141) of the scope and degree of leaders reported that they did not change their scope and degree of community participation over the past 5 years. The groups where leaders most frequently reported no change were Extension Homemaker (11), lakes (9), towns (8), and cooperatives (7). The predominant reason given for no change (25) was that the leader was involved as much as he or she wanted to be or could be and was satisfied with the level of involvement.

Overall Leadership Development and Extension's Influence

Table 30 summarizes the current ratings for leadership dimensions and the amount of change reported by leaders in each leader grouping. This data provides an indication of areas of greatest and least perceived leadership development and an indication of areas of greatest and least perceived leadership development need. the first dimension, organizing and relating skills exhibits relatively, the highest degree of positive change of all dimensions for Extension Homemaker presidents, cooperative leaders and lakes leaders ranging from a mean improvement of 0.8 to 1.0. With respect to current ratings, however, only 4-H camp counselors show a mean of 4.0 or above (good). Thus room for improvement clearly exists in the perceptions of 6 of the 7 groups.

The second dimension, planning and directing skills, shows neither highest or lowest amount of change for any group. Thus steady but not exceptional growth occurs in this area for all groups of leaders. Again, only 4-H counselors report current performance at a mean of 4.0 or above.

Leadership perspectives is the third dimension. This is the area of greatest growth for 4 of the leader groups: 4-H counselors, 4-H officers, forage leaders and town supervisors. This is also the only area where ratings suggest the leaders are relatively satisfied with their status. For 5 of the 7 groups mean current ratings are 4.0 or higher. Only forage and cooperative leaders show a mean current rating below 4.0. This is the highest rated dimension of current performance for all groups.

The last dimension, community participation, shows the smallest positive change for every group except forage leaders. Mean current ratings were below 4.0 for all leader groups. This is the lowest rated dimension of current performance for all groups except town supervisors. The scale used in this question, however, called for a rating relative to other community members. A rating above 3 reflects above average participation for the community.

A second way of examining Table 31 is to note patterns across the leadership dimensions shown by different leader groups. By and large the amount of change and the current ratings of 4-H counselors were high. They

Table 29

Extension Influences on Changes in Community Participation - By Leader Group

Number of Times Influence Source Cited for
Any Participation Item by Leaders in Each Group

| Influence Source | Total N=141 | 4-H Camp Counselor N=19 | 4-H Officer N=20 | Extension Homemaker Pres. N=19 | Forage Board N=18 | Coop Ldr. N=18 | Lake Comm. N=18 | Town N=17 | Sr. Cit. Club N=6 |
|---|---|---|---|---|---|---|---|---|---|
| Agent | 29 | 8 | 7 | 1 | 7 | 4 | | 3 | |
| Meetings, Workshop, Convention | 21 | 3 | 1 | 1 | 1 | 10 | | 1 | 1 |
| Materials, Info, Survey | 11 | 1 | | | | 1 | 3 | 8 | |
| Experience of Being Involved | 63 | 22 | 20 | 7 | 5 | 3 | 3 | 3 | |
| Own Background, Experience | 6 | | | | | 1 | | 1 | |
| Specialists | 2 | | | | | | 1 | 1 | |
| Extension Helpful (General) | 11 | | | | 3 | 1 | 1 | 1 | 6 |
| Family/Mother | 5 | 2 | 1 | | 1 | | | | |
| Sought Out, Own Motivation | 7 | | | 2 | | 3 | | 2 | |
| Other Organization Roles | 4 | | 2 | | 2 | | | | |
| Other | 6 | | | | 1 | | 1 | | |
| No Extension Influence | 29 | | 3 | 2 | 8 | 6 | 5 | | |
| No Change[1] | 51 | 5 | 4 | 11 | 3 | 7 | 9 | 8 | 2 |

[1]Number of leaders who reported no changes in community participation items and thus did not discuss change influences.

perceive themselves as having grown and as performing well in recent assignments. Current ratings of 4-H officers and Extension Homemaker presidents tend to be more moderate but they also note considerable growth. Forage leaders exhibit the lowest current ratings and moderate amounts of leadership development. For cooperative leaders the pattern is one of modest current ratings and a combination of exceptional growth in leadership skills combined with only modest change in perspectives and participation. Lakes leaders show moderate to high current ratings by only modest growth. Finally, towns officials present a moderate level of current performance and moderate amounts of growth.

The data in Table 31 summarizes the types of Extension influences on leadership changes across the 4 leadership dimensions. It reveals again that the major forms of Extension influence on leadership changes are in order: **experience in the leadership position and organization; assistance, contact or modeling of the local Extension agent; Extension sponsored meetings, workshops and conventions;** and **Extension information, materials and survey results.** It is also apparent from the data showing no Extension influence and citing the leader's own background that the influence of Extension is recognized by most leaders in the area of planning and directing skills. The number of leaders reporting that no change occurred reflects the same pattern as the mean change data discussed earlier.

Variations in the types of Extension influences cited by different leader groups have been mentioned earlier. Table 32 clearly shows the major sources of influence for each leader group. 4-H counselors, and Extension Homemaker presidents were influenced most by the **experience of being involved.** 4-H officers cited their **experience** and the **influence of the agent** most often. The **agent** was clearly the major influence on leadership changes for forage board members. The influence of **meetings, workshops and conventions** was cited most by lakes leaders, followed by the influence of **information provided by Extension.** Town officials were fairly evenly divided between the **agent,** and **Extension information** as the top choice. For senior citizens, **Extension in general** and **Extension meetings, workshops, conventions** prevailed. These findings document vividly the differences in Extension approaches to leadership development for different clientele and show the ways different clientele perceive and value Extension's contributions.

Extension and Other Sources of Influence on Leadership Development

In addition to documenting changes in leadership dimensions and types of Extension influence on those changes the study sought to compare Extension's influence other sources. Leaders were asked to rate (on a five point scale) the importance of selected factors in influencing changes in their leadership. Table 33 shows the ratings for three sources of influence on changes in leadership skills (organizing, relating, planning and directing skills). All sources were rated as a greater than moderate influence. **Experience in the leader role** was rated highest, followed by **Extension contacts, information, programs** and followed further by **contacts, information of other organizations.** This pattern, however, varied somewhat for different leader groupings. **Experience in the leader role** was clearly the greatest influence for 4-H counselors, cooperative leaders and town supervisors (difference $\geq$ to .3). On the other hand **Extension contacts, information and programs** clearly prevailed for senior citizens. Ratings of the 2 sources were close for other groups. In 7 out of 8 groups the rating for the influence of **other organizations** was lowest of the three.

Table 30
Changes in Leadership

Rating Now and Change

| | Total N=146-222 | | 4-H Camp Counselor N=37-42 | | 4-H Officer N=24-33 | | Extension Mkr. Pres. N=28-34 | | Forage Board N=20-32 | | Coop Ldr. N=14-23 | | Lake Comm. N=14-23 | | Town N=26-31 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg | Now | Chg |
| Organizing and Relating Skills | 3.7 | +0.8 | 4.1 | +0.8 | 3.6 | +0.9 | 3.8 | +1.0 | 3.4 | +0.5 | 3.5 | +1.2 | 3.8 | +0.8 | 3.4 | +0.7 |
| Planning and Directing Skills | 3.6 | +0.7 | 4.0 | +0.7 | 3.6 | +0.7 | 3.7 | +0.7 | 3.4 | +0.6 | 3.4 | +1.0 | 3.7 | +0.6 | 3.5 | +0.7 |
| Leadership Perspectives | 3.9 | +0.8 | 4.1 | +1.1 | 4.0 | +1.0 | 4.1 | +0.8 | 3.7 | +0.8 | 3.6 | +0.5 | 4.1 | +0.5 | 4.0 | +0.8 |
| Community Participation | 3.6 | +0.5 | 3.5 | +0.6 | 3.6 | -0.6 | 3.6 | +0.2 | 3.4 | -0.6 | 3.2 | +0.4 | 3.7 | +0.4 | 3.8 | +0.4 |

Table 31
Extension Influences on Changes in Leadership[1]

Number of Times Influence Source Cited
for Changes in each Leadership Dimension

| Influence Source | Total | Organizing/ Relating Skills | Planning & Directing Skills | Leader-ship Perspec. | Community partici-pation |
|---|---|---|---|---|---|
| Agent | 264 | 87 | 110 | 38 | 29 |
| Meetings, Workshop, Convention | 221 | 94 | 71 | 35 | 21 |
| Materials, Info, Survey | 97 | 27 | 48 | 11 | 11 |
| Experience of Being Involved | 301 | 87 | 75 | 76 | 63 |
| Own Background, Experience | 85 | 41 | 15 | 23 | 6 |
| Extension Helpful (General) | 89 | 40 | 21 | 17 | 11 |
| No Extension Influence | 96 | 28 | 15 | 24 | 29 |
| No Change | 136 | 22 | 29 | 34 | 51 |

[1]Column entries are summed influences over all items in each leadership dimension represented by column head. Telephone N=141.

Table 32
Extension Influences on Changes in Leadership - By Leader Group

Number of Times Influence Source Cited for Any Leadership Dimension by Leaders in Each Group[1]

| | Total | 4-H Camp Counselor | 4-H Officer | Extension Hmkr. Pres. | Forage Board | Coop Ldr. | Lake Comm. | Town | Sr. Cit. Club |
|---|---|---|---|---|---|---|---|---|---|
| Agent | 264 | 39 | 60 | 28 | 88 | 6 | 6 | 29 | 2 |
| Meetings, Workshop, Convention | 221 | 33 | 18 | 17 | 10 | 81 | 24 | 11 | 14 |
| Materials, Information, Survey | 97 | 9 | 13 | 5 | 15 | 14 | 17 | 25 | |
| Experience of Being Involved | 301 | 102 | 30 | 57 | 18 | 18 | 7 | 11 | 2 |
| Own Background, Experience | 85 | 3 | 15 | 6 | 15 | 12 | 7 | 17 | 6 |
| Extension Helpful (General) | 89 | 5 | 3 | 7 | 22 | 8 | 10 | 17 | 16 |
| No Extension Influence | 96 | 4 | 10 | 10 | 19 | 14 | 17 | 14 | 1 |

[1]Column entries are summed influences over all leadership dimensions for each leader group (telephone N=141).

The relative influences of 4 factors on changes in leadership perspectives is shown in Table 34. A fourth influence studied in this question was **other experience, events**. Once again, **experience in the leader role** was rated as the most important influence on leadership changes. This result did not occur in all leader groups but was a relatively strong finding for 4-H counselors, cooperative leaders and town officials. **Extension contacts, information, programs** were rated highly (above 3.5) as an influence on changes in leadership perspective for 4-H officers, Extension Homemaker presidents, and senior citizen club officers. These are all leaders for whom Extension provided regular contact and, or training, and for whom the leadership role was likely an important and somewhat unusual opportunity. **Extension contacts, information, programs** were rated 3.0 or lower for forage, cooperative and lakes leaders. Leadership perspectives were also influenced significantly by **other experience, events** (rating above 3.5) according to 4-H camp counselors and forage leaders. Only about half of these leaders rated this item, however. The types of events, experiences that leaders cited as influencing leadership perspectives included school and college experiences for 4-H counselors (5) contacts with others (5) and work experiences (3) for various leaders. Three leaders indicated the Wisconsin Rural Leadership Program influenced their leadership perspectives. Only one leader group (senior citizens) rated **contacts, information of other organizations** above 3.1.

Many factors can play a role in changes leaders make in the amount or degree of their participation in community organizations. Ratings of the relative influence of 4 factors are shown in Table 35. The results showed that **experiences and events** such as contacts with other people (8), family events (6), work or retirement experiences (8) and school or college experiences (4) were the most significant influence on changes in participation for many leaders. A few leaders (3) noted here, again, the influence of the Wisconsin Rural Leadership Program. For those leaders who rated **other experience, events** (usually about half of the leader group), it was considered the most important influence for 4 groups (4-H camp counselors, 4-H officers, forage leaders, and senior citizen leaders). **Experience in the leader role** and **UW-Extension** were rarely (2) rated 3.5 or above by leader groups. UW-Extension was rated below 3.0 for forage leaders, cooperative leaders, lake commissioners and town supervisors. Contacts, information of other organizations was rated 3.1 or lower for 7 of the 8 groups. Influence source ratings were generally lower for this leadership dimension paralleling the lower leadership change results previously reported in Table 31.

To provide a summary of the relative influence of Extension vis a vis other organizations and events the total ratings for each leadership dimension are shown in Table 36. The ratings indicate that experience in the leader position has the most influence for leadership skill and leadership perspective changes. Extension contacts, information, programs are the second highest influence in both of those categories. Where changes in community participation are concerned the highest rated influence is other experience and events. The lowest rated influence in all dimensions is contacts, information of other organizations. These findings give clear indication that Extension is perceived as influencing leadership development in many clientele groups. Not only is Extension cited specifically but when experience in the leader position is cited it must be noted that Extension plays a key role in fostering such experiences for several of the leader groups.

Table 33
Extension and Other Influences on Changes in Leadership Skills[1]

Mean Influence Ratings

| | Total N=265-269 | 4-H Camp Counselor N=46 | 4-H Officer N=34-36 | Extension Hmkr. Pres. N=42-44 | Forage Board N=33 | Coop Ldr. N=30 | Lake Comm. N=31 | Town N=35-36 | Sr. Cit. Club N-7-8 |
|---|---|---|---|---|---|---|---|---|---|
| Experience in Leader Role | 3.8 | 4.3 | 3.5 | 3.9 | 3.2 | 3.9 | 3.6 | 3.8 | 3.2 |
| UW-Extension Contacts, Information, Programs | 3.6 | 3.4 | 3.6 | 4.1 | 3.3 | 3.4 | 3.4 | 3.5 | 3.7 |
| Contacts, Information of Other Organizations | 3.2 | 3.1 | 3.0 | 3.3 | 3.0 | 3.2 | 3.0 | 3.2 | 3.6 |

[1]N's=Number who rated each influence source

Table 34
Extension and Other Influences on Changes in Leadership Perspectives

Mean Influence Ratings

| | Total N=260-281[1] | 4-H Camp Counselor N=47-48 | 4-H Officer N=33 | Extension Hmkr. Pres. N=43-46 | Forage Board N=33-34 | Coop Ldr. N=30 | Lake Comm. N=32-33 | Town N=30-32 | Sr. Cit. Club N=7-8 |
|---|---|---|---|---|---|---|---|---|---|
| Experience in Leader Role | 3.5 | 3.9 | 3.5 | 3.7 | 2.7 | 3.5 | 3.5 | 3.7 | 3.6 |
| UW-Extension Contacts, Information, Programs | 3.3 | 3.4 | 3.6 | 3.6 | 3.0 | 2.9 | 2.7 | 3.3 | 4.0 |
| Other Experience,[2] Events | 3.3 | 3.6 | 3.2 | 3.3 | 3.6 | 2.8 | 3.4 | 3.1 | 2.5 |
| Contacts, Information of Other Organizations | 3.0 | 3.0 | 3.1 | 3.1 | 3.1 | 2.9 | 2.8 | 3.1 | 3.6 |

[1]N's=Number who rated each influence source.
[2]N for Other Experience, Events = Total (142), 4-H Counselors (20), 4-H Officers (18), Forage (17), Coop (18), Lake (19), Town (21), Senior (2).

Table 35

Extension and Other Influences on Changes in Community Participation

Mean Influence Rating

| | Total N=258-262[1] | 4-H Camp Counselor N=45-47 | 4-H Officer N=31-32 | Extension Homkr. Pres. N=39-43 | Forage Board N=34 | Coop Ldr. N=30 | Lake Comm. N=31-33 | Town N=34-35 | Sr. Cit. Club N=8-9 |
|---|---|---|---|---|---|---|---|---|---|
| Other Experience,[2] Events | 3.4 | 4.0 | 3.6 | 3.2 | 3.8 | 2.8 | 2.9 | 3.2 | 3.8 |
| Experience in Leader Role | 3.2 | 3.6 | 3.0 | 3.3 | 2.7 | 3.3 | 3.0 | 3.3 | 3.2 |
| UW-Extension Contacts, Information, Programs | 3.1 | 3.4 | 3.2 | 3.2 | 2.9 | 2.9 | 2.5 | 2.9 | 3.6 |
| Contacts, Information of Other Organizations | 3.0 | 3.1 | 2.9 | 2.9 | 3.3 | 2.6 | 2.6 | 3.0 | 3.1 |

[1]N's=Number who rated each influence source.
[2]N for Other Experience, Events = Total (158), 4-H Counselor (20), 4-H Officer (20), Extension Homemaker (25), Forage (19), coop (21), Lake (22), Town (25), Senior (4).

Table 36

Extension and Other Influences on Changes in Leadership

Mean Influence Ratings

| Source of Influence | Leadership Skills | Leadership Perspectives | Average Rating Community Participation |
|---|---|---|---|
| Experience in Leader Role | 3.8 | 3.5 | 3.2 |
| UW-Extension Contacts, Information, Programs | 3.6 | 3.3 | 3.1 |
| Contacts, Information of Other Organizations | 3.2 | 3.0 | 3.0 |
| Other Experience, Events[1] | --- | 3.3[2] | 3.4[2] |

[1]Not included in leadership skill question
[2]Rated by 53-59% of respondents, skipped by others

## BENEFITS AND DRAWBACKS FOR LEADERS

The impacts of Extension's efforts to develop leaders were conceived in two ways in this study. The first level of impact was viewed as changes in the leadership skills, perspectives and activities of persons in leadership positions. These were presented in the previous section. The second kind of impact is the benefits and drawbacks leaders experience. Leaders were first asked what they gained from participation in selected educational programs. Then they were asked to cite benefits and drawbacks they derived from serving in their leadership position.

### Benefits of Leadership Programs

Leaders were asked to cite the 2 most important benefits they gained from the leadership programs named in their mail questionnaire. Descriptions of the programs were provided earlier in Extension Assistance and Programs for Leaders. The responses of leaders were reviewed, categorized and tallied. They are shown in Table 37. In all leader groups except one (Lakes commissioners) the benefit cited most often was acquiring leadership skills. A second benefit cited frequently for most programs and most often for Lakes Commissioners was gaining awareness, understanding or information on relevant topics. Not surprisingly the programs with a specific leadership emphasis offered the greatest benefit in leadership skill development. The Lakes Conventions which place more emphasis on technical and policy education showed less leadership skill benefit. Two other benefits cited for several programs were increasing self confidence and learning about people. Some benefits were relatively unique to one program. Extension homemaker leaders benefitted by seeing others develop because their program included a follow-up teaching component. Lakes commissioners acquired valuable legislative and state staff contacts.

### Benefits of Serving in Leadership Position

Leaders were also asked to briefly describe up to three of the most important benefits they gained from their experience in their leadership position. The benefits they reported were categorized, tallied and then displayed in Table 38. By a large margin the most common benefit of the leadership experience was increased leadership skill. This benefit was cited most often by leaders in all groups. A wide range of skills were cited including better communication and public speaking, group organization, delegation, working with other people and conducting a meeting. Other benefits cited frequently included **meeting and interacting with people, increased knowledge, learning about and helping the organization, self confidence, helping others and accomplishment and satisfaction.** Some leadership experiences were especially beneficial in certain ways. Many Extension Homemaker Presidents cited **increases in self confidence.** Cooperative leaders **learned more about and helped their organization** and 4-H counselors benefitted by **teaching children.** Many of the benefits leaders gained matched their original reasons for assuming the leadership position. The development of leadership skills on the other hand may have been a less anticipated outcome in the leader's original motivation.

### Drawbacks of Serving in Leadership Position

In addition to gaining benefits, leaders often suffer costs when assuming and carrying out leadership responsibilities. These were assessed by asking leaders to describe up to 3 negative effects, costs or drawbacks they experienced in the position. Leaders cited several types of drawbacks. Tallies of general categories are shown in Table 39.

Table 37
Benefits of Leadership Programs[1]

Number of Times each Program Benefit Cited

| | Total | Extension Hmkr. Pres.[2] | Coop Ldr.[3] | Lake Comm.[4] | Town[5] | Sr. Cit. Club[6] | EFNEP[6] |
|---|---|---|---|---|---|---|---|
| Leadership Skills | 85 | 19 | 32 | 4 | 23 | 2 | 5 |
| Awareness, Understanding, Information | 63 | 6 | 17 | 21 | 19 | | |
| Self Confidence | 24 | 7 | 4 | 1 | 5 | 5 | 2 |
| Learning About, Working with People | 22 | 9 | 2 | 7 | 1 | 2 | 1 |
| Teaching Others/Seeing Others Develop | 13 | 10 | | 1 | | 2 | |
| Learning, Educational Experience | 12 | 3 | | 9 | | | |
| Techniques | 9 | 2 | 2 | 3 | 1 | 1 | |
| Satisfaction | 5 | 4 | | 1 | | | |
| Contact with Legislators, State Staff | 5 | | | 5 | | | |
| Working with Staff, Agents | 3 | 3 | | | | | |
| Obtaining Funding, Equipment | 2 | | | 2 | | | |
| None | 5 | 4 | | | 1 | | |

[1]Leaders cited the 2 most important benefits they gained from the leadership program.
[2]Benefits of Shared Leadership Programs
[3]Benefits of Leadership and Management Workshops
[4]Benefits of Annual Lakes Conventions
[5]Benefits of New Official Workshop and/or Town Meeting Workshop
[6]Benefits of Hatching Your Leadership Potential Program

Table 38

Benefits of Serving in Leadership Position[1]

Number of Times each Program Benefit Cited

| Benefits | Total N=279 | 4-H Camp Counselor N=48 | 4-H Officer N=37 | Extension Hmkr. Pres. N=47 | Forage Board N=34 | Coop Ldr. N=30 | Lake Comm. N=33 | Town N=36 | Sr. Cit. Club N=9 |
|---|---|---|---|---|---|---|---|---|---|
| Improve Leadership Skills | 220 | 51 | 26 | 41 | 20 | 23 | 28 | 26 | 5 |
| Meet People, Interact with Others | 92 | 18 | 10 | 20 | 17 | 9 | 9 | 7 | 2 |
| Increase Knowledge | 61 | 5 | | 7 | 16 | 13 | 14 | 3 | 3 |
| Learn About/Help Organization | 53 | 1 | 13 | 5 | 2 | 17 | 2 | 13 | |
| Self Confidence, Esteem | 44 | 4 | 7 | 21 | 1 | 2 | 1 | 6 | 2 |
| Personal Growth | 19 | 1 | 3 | 8 | 1 | 1 | 2 | 1 | 2 |
| Help Others, Community, Teach Others | 39 | 6 | 3 | 3 | 9 | 2 | 8 | 7 | 1 |
| Accomplishment, Satisfaction | 40 | 3 | 6 | 8 | 2 | 3 | 9 | 8 | 1 |
| Teach, Work With Children | 35 | 29 | 6 | | | | | | |
| Recognition, Respect | 11 | 2 | | 2 | 3 | 1 | 2 | 1 | |
| Gain Experience | 6 | 1 | | 2 | 2 | 1 | | | |
| Enjoyment, Fun | 5 | 3 | | 2 | | | | | |
| Other | 5 | 2 | | | | | | | 3 |

[1]Leaders asked to cite up to 3 benefits.

The most common problem experienced by leaders was attempting to carry out their job using **inadequate leadership techniques or procedures**. In this regard leaders cited recruiting, organizational and other problems. Thus feeling constrained in meeting one's leadership expectations was viewed as a drawback. A second drawback was that leaders felt they had **too much responsibility for the time they had available**. This drawback was especially common for forage and cooperative leaders, groups comprised heavily of busy farmers. A third category of drawbacks were various **personal difficulties** experienced in family and other personal affairs as a result of leadership activities. This problem was especially common for Extension Homemaker Presidents and Town supervisors. One other difficulty cited fairly often by 4-H counselors and town supervisors was that of experiencing **negative relationships with other group members**.

Importance of Leader Benefits and Drawbacks

To better judge the significance of rewards and costs of community leadership, leaders were asked to rate the importance of the benefits and drawbacks they experienced on a 5 point scale. The results are shown in Table 40. For 7 of the 8 groups benefits were rated highly. Four groups rated the benefits 4.5 or higher. Leaders thus appeared to value the benefits of leadership experience very highly. The one exception was senior citizen leaders who rated benefits 3.8. The results with respect to drawbacks were less uniform. Three of the leader groups rated drawbacks relatively low (below 2.7). They were 4-H counselors, 4-H officers and forage leaders. The other 5 leader groups rated drawbacks between 3.0 and 3.5. In all cases their drawback ratings were substantially lower than benefit ratings, but of notable size nonetheless.

The findings on benefits and drawbacks for leaders show that benefits outweigh drawbacks. An important benefit of leadership programs and of the leadership experience itself is gaining increased leadership skills. These skills are valued and recognized by leaders. Many other benefits are cited depending on the nature of the leader's task, group and programs provided.

## IMPACTS OF LEADERS AND THEIR GROUPS

To determine the values of developing leaders it is necessary to consider benefits to persons, groups and communities that arise as a product of leader's efforts. This part of the study was addressed in the telephone interviews. Leaders were asked to rate (on a 5 point scale) the success of the group they led during the previous year. They also rated the importance of their own leadership efforts to the success of the group. This set of questions provided some indication of the impact of these leaders on their groups. To determine benefits to group members and, or the broader organization and community, leaders were asked to cite 2 things accomplished by the group in the previous year. However since 4-H camps and Senior Citizen clubs exist primarily to meet member needs these leaders were asked, instead, to cite things the members gained in the past year.

Group Success and Leader's Contribution

The ratings of group success and of the leader's contribution to the group's success are shown in Table 41. It should be noted that leaders expressed some discomfort in making these ratings especially in rating the importance of their efforts to the group's success. Ratings of group success ranged from 3.8 to 4.2 for all groups except Forage councils which were rated 3.6. Thus leaders generally felt their groups had considerable success. The

Table 39
Drawbacks to Serving in Leadership Position[1]

Number of Times each Program Benefit Cited

| Drawbacks | Total N=279 | 4-H Camp Counselor N=48 | 4-H Officer N=37 | Extension Advisor. Pres. N=47 | Forage Board N=34 | Coop Ldr. N=30 | Lake Comm. N=33 | Town N=36 | Sr. Cit. Club N=9 |
|---|---|---|---|---|---|---|---|---|---|
| Inadequate Leadership Mechanics (recruit, organize, assist participants) | 115 | 20 | 17 | 14 | 11 | 12 | 23 | 15 | 3 |
| Negative Attitudes, Relations with Others | 43 | 12 | | 8 | | 4 | 8 | 11 | |
| Staff Changes, Limitations | 6 | 1 | 1 | 4 | | | | | |
| Personnel Difficulties (Illness, Babysitters...) | 88 | 10 | 7 | 18 | 10 | 17 | 5 | 19 | 2 |
| Time Limitations, Too Much Responsibility | 99 | 4 | 14 | 15 | 19 | 19 | 13 | 12 | 3 |
| Expense, Travel, Loss of Salary | 33 | 4 | 3 | 9 | 2 | 1 | 9 | 3 | 2 |
| Burnout | 3 | | 1 | 2 | | | | | |
| Lack of Appreciation, Pay | 11 | 1 | | 2 | | 4 | 1 | 3 | |
| Other | 7 | 3 | | | | | | 4 | |
| None | 6 | 2 | | 2 | 1 | | 1 | | |

[1]Leaders asked to cite up to 3 drawbacks

Table 40
Importance of Benefits and Drawbacks to Leader

Mean Ratings and Number Respondents

| | Total | 4-H Camp Counselor | 4-H Officer | Extension Hmkr. Pres. | Forage Board | Coop Ldr. | Lake Comm. | Town | Sr. Cit. Club |
|---|---|---|---|---|---|---|---|---|---|
| Benefits | 4.4 (262) | 4.5 (47) | 4.4 (33) | 4.5 (44) | 4.2(30) | 4.6(28) | 4.3(32) | 4.5(34) | 3.8 (9) |
| Drawbacks | 3.1 (221) | 2.6 (37) | 2.6 (30) | 3.4 (33) | 2.5(27) | 3.2(27) | 3.5(28) | 3.5(30) | 3.0 (5) |

Table 41
Group Success and Contribution of Leader[1]

Mean Rating

| | Total N=141 | 4-H Camp Counselor N=19 | 4-H Officer N=20 | Extension Hmkr. Pres. N=19 | Forage Board N=18 | Coop Ldr. N=18 | Lake Comm. N=18 | Town N=17 | Sr. Cit. Club N=6 |
|---|---|---|---|---|---|---|---|---|---|
| Group Success | 4.0 | 4.2 | 3.8 | 4.1 | 3.6 | 3.9 | 4.0 | 4.0 | 4.0 |
| Leader's Contribution | 3.8 | 4.2 | 3.4 | 3.6 | 3.6 | 3.6 | 4.4 | 4.0 | 3.8 |

ratings of the leaders contribution varied across a wider range. At the top end lake commissioners (4.4), 4-H counselors (4.2) and town supervisors (4.0) rated their efforts as having considerable effect. On the other hand, leaders of 4-H executive boards (3.4), Extension Homemaker Councils (3.6), forage boards (3.6) and cooperative boards (3.6) perceived themselves as having some, but not a considerable effect.

Accomplishments of Leaders' Groups

The leadership impact study surveyed a wide range of community organizations. Thus it is not surprising that leaders report a variety of group accomplishments (see table 42). Leaders in almost all types of groups reported accomplishing **special projects**. Examples of such projects included a new dam, and a water quality study by lakes commissions, hay auction and alfalfa freeze-out project by forage boards and a merger study and a joint venture by cooperatives. Town supervisors reported road surfacing and land fill development. Extension Homemaker presidents had established babysitting services for young members or produced a county newsletter. Examples from 4-H officers included moving the 4-H fair and establishing a 4-H ambassador program and senior citizens cited bus trips they had sponsored. Clearly groups had been active and accomplished a variety of projects.

The incidence of other accomplishments was closely tied to the nature of the leader's group. The most prevalent accomplishments of 4-H camp groups and Extension Homemaker Councils were **improved member relations** and **learning activities**. Accomplishments of 4-H executive boards centered on **financial gains** and **organization maintenance**. The chief accomplishment of forage councils was **conducting educational activities**. Notable accomplishments of cooperative boards included **acquiring new equipment, buildings and staff**. Town supervisors cited a wide range of accomplishments with none clearly predominant.

To provide an indication of the social value of the accomplishments of leader's groups leaders were asked to estimate the number of people who benefitted from each accomplishment. The total estimated number of people benefitting from several selected accomplishments is shown in Table 43.

These figures should only be viewed as rough estimates. They are based on figures provided on the spot during phone interviews. They are useful, however, in giving some indication of the broad impact that leaders, through their groups and organizations, have on people in their communities. Some organizations have a broader impact on people than others. Notably, in this study, some town boards and cooperatives directly affect thousands of people. Other groups such as 4-H camps and senior citizen clubs primarily affect their immediate members. Overall, however, at least 10,000 people were benefitted by actions of the 100 groups represented in the study in six different ways: special projects, financial accomplishments, member relations, organization maintenance, public relations/communications and educational accomplishments. Over 70,000 people benefitted from special projects and over 20,000 benefitted from financial accomplishments and improved member relations.

## COOPERATIVE EXTENSION'S FUTURE LEADERSHIP DEVELOPMENT ROLE

An important objective of the study was to provide information to guide future leadership development programming of Wisconsin Cooperative Extension. The study sought to do this first by ascertaining the readiness of leaders to continue serving in community leadership roles and to further strengthen their leadership proficiencies. Secondly, leaders were asked for their general views on Cooperative Extension's future leadership development activities.

Table 42
Accomplishments of Leaders' Groups

Number of Times each Accomplishment Cited

| | Total N=141 | 4-H Camp Counselor N=19 | 4-H Officer N=20 | Extension Homemkr. Pres. N=19 | Forage Board N=18 | Coop Ldr. N=18 | Lake Comm. N=18 | Town N=17 | Sr. Cit. Club N=6 |
|---|---|---|---|---|---|---|---|---|---|
| Special Projects | 56 | | 7 | 6 | 5 | 7 | 18 | 8 | 2 |
| Educational Learning Activities, Meetings | 50 | 12 | 3 | 8 | 24 | | 1 | | |
| Member Involvement, Relations | 43 | 18 | 4 | 9 | 4 | 1 | 1 | 1 | 3 |
| Public Relations, Communications | 33 | 6 | 2 | 3 | 9 | 1 | 4 | 2 | 4 |
| Financial Accomplishments | 31 | | 10 | 6 | | 5 | 2 | 6 | |
| Organization Maintenance | 25 | | 10 | 7 | 2 | 3 | 2 | | |
| New Equipment, Buildings, Products | 12 | | 2 | | | 6 | | 4 | |
| Staff Recruiting, Management | 9 | | | | | 7 | 1 | 1 | |
| Routine Activities | 13 | 1 | 2 | | | 3 | 2 | 4 | 1 |
| Community Service | 6 | | | 2 | | | | 4 | |
| Legislation, Govt. Business | 6 | | | 1 | | | 1 | 6 | |
| None | 5 | | | 1 | | | 1 | 1 | 1 |

Table 43

Number of People Benefitting from
Selected Accomplishments of Leaders' Groups

| | N | Special[1] Projects | | Financial[2] Accomplishment | | Member[3] Relations | | Organization Maintenance | | Public Relat'ns Communications | | Educational Accomplishments | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # Rpt | # Ppl | # Rpt | # People | # Rpt | # Ppl | # Rpt | # People | # Rpt | # People | # Rpt | # People |
| 4-H Counselor | 19 | | | | | 18 | 1087 | | | 6 | 437 | 11 | 704 |
| 4-H Officer | 20 | 6 | 3665 | 8 | 1977 | 3 | 2400 | 10 | 4884 | 2 | 3000 | 3 | 630 |
| Ext. Hmkr. Pres. | 19 | 6 | 1760 | 6 | 2227 | 9 | 1901 | 6 | 2135 | 3 | 800 | 7 | 8130* |
| Forage Board | 18 | 5 | 740 | | | 4 | 150 | 2 | 300 | 9 | 1080 | 24 | 3005 |
| Cooperative Director/ Manager | 18 | 7 | 9430 | 5 | 5150 | 2 | 10000-32000* | 3 | 4200 | 1 | 2000-25000* | | |
| Lakes Commission | 18 | 18 | 39530* | 2 | 7000* | 1 | 80 | 2 | 139 | 4 | 1864 | 1 | 800 |
| Town Supervisor | 17 | 7 | 16983-19983* | 6 | 6126 | 1 | 1300 | | | 3 | 6440 | | |
| Sr. Citizen Officer | 6 | 2 | 97 | | | 3 | 330 | | | 4 | 445 | | |
| Totals | 141 | 51 | 72205-75205* | 27 | 22500 | 41 | 17248-39248* | 23 | 11658 | 32 | 16066-39066* | 46 | 13269 |

[1]Examples: energy conservation, environment, cultural
[2]Examples: credit policy, savings, operate in black
[3]Examples: newsletter, working together, unity
*Indicates some imprecise reports, eg. "over 5000", "several thousand", or a range, eg. "2,000-5,000".

Community Leadership Involvement of Leaders

Leaders were asked to evaluate their current level of involvement in community groups and projects. The results appear in Table 44. Most leaders (66%) felt their level of involvement was about right. This was the majority response in all groups except Senior Citizens. About a third of the leaders felt they were either over-committed or not active enough. A fourth of lakes commissioners, senior citizen leaders, Extension Homemaker presidents and 4-H officers felt they were over-committed. Some relief may be needed for leaders in these categories. Few leaders felt they were not active enough. Only among forage leaders were as many as one fourth ready to say they were not sufficiently active in community affairs.

Leaders' Desire to Strengthen Leadership Ability

Previous findings indicate leaders in the study had increased their leadership ability in many ways. To determine interest in further growth they were asked to indicate the number of areas where they would like to further strengthen their leadership ability. The results appear in Table 45. Nearly all leaders (95%) wished to strengthen their leadership in at least a few areas. Over half (54%) of the leaders wish to strengthen their leadership in more than a few areas. The groups where interest in leadership development was greatest were senior citizen officers, cooperative leaders, forage leaders and town supervisors. The least interest was shown by 4-H camp counselors and by lakes commissioners.

Should Cooperative Extension Assist, Educate and, or Develop Leadership?

An important question to the study was to determine whether Cooperative Extension should expand, maintain or reduce its efforts to develop community leadership. Leaders were asked "Do you believe Cooperative Extension should be involved in assisting, educating and, or developing leadership in Wisconsin organizations and communities?" The responses of leaders are shown in Table 46. Over two thirds of the leaders in each group said yes. The percentage responding yes was 79 across all groups. Groups with the highest response were cooperative, forage and lakes leaders. Almost none of the leaders responded no. A significant number (18%), however, indicated they were not sure. The groups where the percent indicating not sure was greatest were senior citizen (33), 4-H camp counselor (27), 4-H officer (27) and town supervisor (22).

Groups to Serve

Leaders were asked to check groups that Cooperative Extension should serve through programs that assist, educate or develop leadership. They were also asked to circle the three highest priorities. Table 47 provides the leader's views on these groups. Over half of the leaders felt Cooperative Extension should address leadership needs of 4-H, agricultural groups, the general public, Extension Homemakers and other youth groups. Moreover 4-H was identified as one of the top 3 priorities by 63% of the leaders. Leaders in each group, without exception, selected groups in their own category as the top group for Extension to serve in the future. Thus a key factor in leaders selections was identification and familiarity with the groupings on the list.

Leadership Development Methods

Several leadership development methods were presented to the leaders and they were asked which ones Cooperative Extension should emphasize in the

Table 44
Community Leadership Involvement of Leaders

Percent Each Involvement Response

| | Total N=279 | 4-H Camp Counselor N=48 | 4-H Officer N=37 | Extension Hmkr. Pres. N=47 | Forage Board N=34 | Coop Ldr. N=30 | Lake Comm. N=33 | Town N=36 | Sr. Cit. Club N=9 |
|---|---|---|---|---|---|---|---|---|---|
| Over-Committed | 20 | 15 | 24 | 26 | 18 | 7 | 36 | 17 | 33 |
| About Right | 66 | 71 | 65 | 57 | 59 | 80 | 61 | 72 | 44 |
| Not Active Enough | 14 | 15 | 11 | 17 | 24 | 13 | 3 | 11 | 22 |

Table 45
Desire to Strengthen Leadership Ability

Percent Who Indicated Each Response

| | Total N=279 | 4-H Camp Counselor N=48 | 4-H Officer N=37 | Extension Hmkr. Pres. N=46 | Forage Board N=34 | Coop Ldr. N=30 | Lake Comm. N=33 | Town N=36 | Sr. Cit. Club N=8 |
|---|---|---|---|---|---|---|---|---|---|
| Many | 9 | 4 | 8 | 9 | 18 | 3 | 9 | 11 | 33 |
| Some | 46 | 35 | 43 | 43 | 50 | 73 | 39 | 50 | 56 |
| A Few | 40 | 58 | 40 | 38 | 32 | 23 | 39 | 36 | |
| None | 5 | 2 | 8 | 9 | | | 12 | 3 | |

Table 46
Should Cooperative Extension Assist, Educate and/or Develop Leadership?

Percent Who Indicated Each Response

| | Total N=279 | 4-H Camp Counselor N=48 | 4-H Officer N=37 | Extension Hmkr. Pres. N=47 | Forage Board N=34 | Coop Ldr. N=30 | Lake Comm. N=33 | Town N=36 | Sr. Cit. Club N=9 |
|---|---|---|---|---|---|---|---|---|---|
| Yes | 79 | 73 | 70 | 77 | 88 | 93 | 85 | 72 | 67 |
| Not Sure | 18 | 27 | 27 | 15 | 12 | 7 | 12 | 22 | 33 |
| No | 2 | | | 6 | | | 3 | 3 | |
| No Response | 1 | | 3 | 2 | | | | 3 | |

Table 47
Groups Cooperative Extension Should Serve for Leadership Development

Percent Check and Percent Top Three[1]

| | Total N=279 | | 4-H Camp Counselor N=48 | | 4-H Officer N=37 | | Extension Hmkr. Pres. N=47 | | Forage Board N=34 | | Coop Ldr. N=30 | | Lake Comm. N=33 | | Town N=36 | | Sr. Cit. Club N=9 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Chk | Top3 | Chk | Top 3 | Chk | Top 3 | Chk | Top 3 | Chk | Top3 | Chk | Top3 | Chk | Top3 | Chk | Top3 | Chk | Top 3 |
| 4-H | 85 | 63 | 100 | 85 | 97 | 86 | 87 | 68 | 91 | 71 | 80 | 47 | 63 | 21 | 78 | 58 | 67 | 44 |
| Agricultural Groups | 63 | 39 | 54 | 17 | 73 | 57 | 47 | 19 | 97 | 79 | 87 | 63 | 54 | 24 | 61 | 44 | 11 | |
| General Public | 53 | 25 | 65 | 29 | 54 | 16 | 53 | 30 | 68 | 29 | 40 | 27 | 52 | 15 | 42 | 19 | 44 | 22 |
| Extension Homemakers | 52 | 27 | 46 | 12 | 76 | 51 | 87 | 70 | 44 | 9 | 43 | 13 | 21 | | 42 | 17 | 33 | 22 |
| Other Youth Groups | 51 | 25 | 67 | 48 | 62 | 22 | 42 | 19 | 56 | 21 | 43 | 23 | 54 | 24 | 36 | 17 | 22 | 11 |
| Environmental Groups | 42 | 16 | 42 | 12 | 46 | 11 | 30 | 9 | 47 | 18 | 27 | 13 | 73 | 48 | 39 | 8 | 56 | 22 |
| Other Voluntary, Civic, Service, Social Groups | 39 | 16 | 62 | 25 | 41 | 0 | 43 | 13 | 32 | 18 | 20 | 17 | 58 | 21 | 25 | 8 | 89 | 56 |
| Economic Development Groups | 34 | 12 | 21 | 6 | 24 | 8 | 28 | 9 | 47 | 15 | 60 | 20 | 39 | 18 | 44 | 14 | 33 | 11 |
| Government Officials or Groups | 30 | 19 | 30 | 19 | 8 | 0 | 11 | 2 | 26 | 12 | 30 | 17 | 55 | 36 | 78 | 61 | 0 | |
| Other | 3 | 2 | | | | | 4 | 4 | 6 | 6 | 3 | | 9 | 3 | 3 | | 0 | |

[1]Leaders checked groups CES should serve. Then they circled top 3 choices.

future (see Table 48). The method recommended most was **class, workshop, group session**. Three other methods recommended by nearly 6 out of 10 leaders were **experience in projects or groups, printed information, reading materials** and **professional advice or consultation**. These 4 methods are those most commonly used by Extension in the past. They were frequently recommended by leaders in almost all of the groups. Several alternative methods were also recommended by leaders with lesser frequency. Three of these latter methods recommended by many leaders were **videotapes, self help/support groups** and **radio or television programs**. Many Forage leaders recommended **computer programs** and 4-H Officers frequently advocated **conversations with family, friends and associates**.

Aspects of Leadership to Emphasize

As a final indicator of future directions, leaders were asked to check which aspects of leadership Extension should emphasize in leadership education. Table 49 shows that continued emphasis of the 4 leadership dimensions included in the study was recommended by half or more of the leaders. They felt leadership education should emphasize **planning and directing skills, organizing and relating skills, leadership attitudes (perspectives)**, and **community participation opportunities**. A smaller proportion of leaders recommended emphasis on **technical information** and on **public policy information**. The relative emphasis varied somewhat by leader group. For example, only among town supervisors (50%) did over 40% of the leaders recommend a **public policy** emphasis. Half or more of Forage, Cooperative, Lakes and Towns leaders recommended inclusion of **technical information** in leadership education. Interest in technical information was much lower in other groups.

Comments on Extension's Future Leadership Development Role

Near the end of the mail questionnaire leaders were provided with a space for offering any of their comments or suggestions regarding what Extension should or should not do to assist or develop community leaders. At the end of the telephone interview they were given an opportunity to make any further comments in this regard. The leaders' responses were categorized and frequencies are given in Table 50.

Leaders offered a wide range of comments regarding Extension's future leadership development role. The commentary of some leaders focused on the general value of Extension's efforts to assist and develop community leaders. Some felt Extension should **maintain the status quo** in its programs. An equal number thought Extension should **continue and intensify its leadership education**. Some leaders, especially 4-H Counselors, felt Extension should be sure to **encourage and assist youth** in their leadership development. Other leaders offered suggestions regarding approaches and activities Extension should emphasize. Some leaders stressed **public relations efforts** to help persons see the value of Extension's efforts in leadership development. Town supervisors and other leaders suggested that Extension act as **a resource and consultant to leaders**. Forage and Lakes leaders thought Extension should **network more** with other organizations.

SUMMARY OF COOPERATIVE EXTENSION LEADERSHIP IMPACT STUDY

In 1987 the Wisconsin Cooperative Extension Service conducted a survey to determine the impacts of Extension's efforts to assist and educate leaders of community groups. The study sought to:

Table 48
Leadership Development Methods Cooperative Extension Should Emphasize

Percent Check and Percent Top Three[1]

| | Total N=279 | | 4-H Camp Counselor N=48 | | 4-H Officer N=37 | | Extension Hmkr. Pres. N=47 | | Forage Board N=34 | | Coop Ldr. N=30 | | Lake Comm. N=33 | | Town N=36 | | Sr. Cit. Club N=9 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Chk | Top3 | Chk | Top 3 | Chk | Top 3 | Chk | Top 3 | Chk | Top3 | Chk | Top3 | Chk | Top3 | Chk | Top3 | Chk | Top 3 |
| Class, Workshop, Group Sessions | 80 | 59 | 88 | 73 | 76 | 60 | 76 | 57 | 88 | 65 | 83 | 60 | 70 | 52 | 75 | 47 | 78 | 56 |
| Experience in Projects or Groups | 65 | 40 | 77 | 62 | 62 | 40 | 64 | 40 | 76 | 38 | 67 | 37 | 70 | 42 | 42 | 17 | 56 | 11 |
| Printed Information, Reading Materials | 63 | 32 | 62 | 29 | 62 | 32 | 60 | 23 | 74 | 32 | 57 | 33 | 70 | 33 | 56 | 39 | 78 | 44 |
| Professional Advice or Consultation | 57 | 36 | 44 | 23 | 59 | 38 | 43 | 21 | 85 | 50 | 73 | 57 | 70 | 39 | 64 | 44 | 33 | 11 |
| Videotapes | 38 | 16 | 35 | 8 | 54 | 16 | 45 | 26 | 50 | 21 | 40 | 10 | 45 | 12 | 33 | 17 | | |
| Self Help, Support Groups | 34 | 14 | 50 | 25 | 56 | 16 | 36 | 23 | 32 | 6 | 20 | 3 | 27 | 12 | 14 | 3 | 42 | 22 |
| Radio, Television Programs | 30 | 10 | 44 | 12 | 32 | 8 | 36 | 15 | 38 | 6 | 16 | 7 | 18 | 9 | 14 | 6 | 33 | 22 |
| Conversations with Family, Friends, Associates | 24 | 11 | 27 | 33 | 49 | 19 | | | 24 | 9 | 7 | | 12 | 3 | 19 | 11 | 22 | 11 |
| Computer Programs | 24 | 4 | 25 | 4 | 27 | 3 | 31 | 4 | 47 | 9 | 27 | 10 | 24 | 3 | 8 | | | |
| Audio Cassettes | 17 | 3 | 10 | | 22 | | 19 | 4 | 24 | 6 | 13 | 3 | 18 | 6 | 8 | | 11 | 11 |
| Other | 2 | 1 | | | | | 2 | | 3 | 3 | 3 | 3 | 6 | 3 | 0 | | | |

[1]Leaders checked methods CES should use. Then they circled top 3.

Table 49
Aspects of Leadership Cooperative Extension Should Emphasize in Leadership Development

Percent Check

| Benefits | Total N=279 | 4-H Camp Counselor N=48 | 4-H Officer N=37 | Extension Homemkr. Pres. N=47 | Forage Board N=34 | Coop Ldr. N=30 | Lake Comm. N=33 | Town N=36 | Sr. Cit. Club N=9 |
|---|---|---|---|---|---|---|---|---|---|
| Planning and Directing Skills | 64 | 71 | 76 | 53 | 62 | 70 | 67 | 50 | 67 |
| Leadership Attitudes (Perspectives) | 63 | 73 | 68 | 72 | 53 | 57 | 52 | 61 | 67 |
| Organizing and Relating Skills | 61 | 73 | 65 | 70 | 62 | 60 | 54 | 39 | 56 |
| Community Participation Opportunities | 53 | 62 | 51 | 64 | 56 | 43 | 46 | 42 | 33 |
| Technical Information | 37 | 15 | 38 | 21 | 56 | 50 | 58 | 53 | |
| Public Policy Information | 25 | 21 | 16 | 17 | 20 | 17 | 39 | 50 | 22 |

Table 50

Comments on Extension's Future Leadership Development Role[1]

Number of Mail and Telephone Responses

| | Total M=279 T=141 | | 4-H Camp Counselor M=48 T=19 | | 4-H Officer M=37 T=20 | | Extension Hmkr. Pres. M=47 T=19 | | Forage Board M=34 T=18 | | Coop Ldr. M=30 T=18 | | Lake Comm. M=33 T=18 | | Town M=36 T=17 | | Sr. Cit. Club M=9 T=6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn | Mail | Phn |
| Assist, Develop Community Leaders | 31 | 23 | 5 | 4 | 6 | 4 | 5 | 2 | 5 | 6 | 4 | 3 | 3 | | 3 | 4 | | |
| Continue, Intensify Leadership Education | 27 | 34 | 3 | 1 | 4 | 3 | 8 | 5 | 2 | | 3 | 4 | 3 | 4 | 3 | 4 | | 2 |
| Maintain Status Quo | 25 | 26 | 2 | 1 | | 2 | 6 | 3 | 3 | 6 | 3 | 7 | 5 | 2 | 5 | 3 | | 2 |
| Serve, Encourage Youth | 25 | 21 | 9 | 7 | 4 | 5 | 4 | | 2 | 2 | 3 | 3 | | | 3 | 4 | | |
| Act as Resource, Consultant | 19 | 15 | 2 | | 3 | 1 | 1 | 1 | | 2 | 1 | 3 | 4 | 5 | 7 | 2 | 1 | |
| Public Relations on Need, Value of CES Leadership Education | 11 | 13 | 1 | 5 | 2 | 2 | 2 | 2 | 2 | 3 | | | 1 | | 3 | | | |
| Support, Maintain Staff | 9 | 17 | | 2 | | 1 | 3 | 3 | 3 | 4 | 1 | 1 | 2 | 3 | | 2 | | |
| Network with Other Organizations, Rural - Urban | 9 | 3 | | | | | 1 | 1 | 3 | 1 | 1 | 1 | 3 | | | | | |
| Address Current Issues | 1 | 3 | 1 | | | | | 3 | | | | | | | | | | |
| Miscellaneous | 14 | 9 | 3 | | 3 | 3 | 3 | | 2 | | | | 2 | 2 | 1 | 2 | | 2 |
| No Further Comments | | 26 | | 5 | | 4 | | 5 | | 2 | | 4 | | 4 | | | | 1 |

[1]M=N for mail survey, T=N for telephone survey

1. identify the backgrounds and motivations of people serving in leadership roles
2. determine recent changes in leadership skills, activities and perspectives
3. determine Cooperative Extension's influence on leadership changes
4. determine impacts of leadership experiences on individuals, groups, and communities
5. explore Cooperative Extension's leadership development role in the future

A broad range of community leadership positions served by Cooperative Extension were included in the study. The leader groupings were: 4-H camp counselors, 4-H leader association executive board officers, presidents of County Extension Homemaker Councils, board members of county forage councils, board members and managers of cooperatives, lake district commissioners, town board supervisors and senior citizen club officers.

Leaders were systematically selected in a stratified sample to represent areas of the state where Extension has recently served each leader grouping. A total of 344 leaders were contacted and 81% completed a mail questionnaire. A sub-sample of the same leaders was asked to complete a telephone interview. Of 155 leaders, 91% completed the phone interview.

CONCLUSIONS ON LEADERSHIP IMPACT

The Leadership Impact Study produced a large body of data across a very diverse group of respondents. Thus it is difficult to summarize all of the findings of the study. However, based on the reports and perceptions of leaders in community groups assisted by Cooperative Extension several conclusions can be drawn.

1. Leaders in all types of community groups that are assisted by Cooperative Extension experience positive changes in their leadership skills, their leadership perspectives and their community participation during the course of serving in leadership positions. Their growth is greatest in leadership skills and leadership perspectives and least in community participation.

2. Leaders consider their current performance in the areas of organizing and relating skills and planning and directing skills as okay but not good (below 4). They rate their leadership perspectives as moderately high (above 4). Their level of participation is above average (above 3) for their community. Leaders thus perceive room for improvement primarily in the area of skill development.

3. The ratings of current performance and the amounts of growth shown by leaders vary from one group to another.

4. Cooperative Extension is rated as a more important influence on leadership development of community leaders than other organizations.

5. Cooperative Extension influences leadership changes in most leaders. Extension has its greatest influence on changes in leadership skills, followed by changes in leadership perspectives. Extension influence is least in the area of changes in community participation. Extension's influence is recognized most, by leaders, in the area of planning and directing skills.

6. Cooperative Extension contributes to leadership development in three important ways:

   a. Providing and, or encouraging leaders to assume leadership positions and thereby gain valuable leadership experience.
   b. Providing educational programs, advice and information for leaders.
   c. Serving as informal advisors and as models leaders can observe, emulate and, or learn from.

7. Cooperative Extension provides different types of assistance and education for different clientele and clientele accordingly benefit from Extension in different ways. The major Extension influence on leadership changes for each leader group were:

   4-H Counselors and Extension Homemaker Presidents: Experience in the Leader Role
   4-H Officers: Experience in the Leader Role and the County Agent
   Cooperative Leaders: Meetings, Workshops, Conventions
   Forage Leaders: The County Agent
   Lakes Commissioners: Meetings, Workshops, Conventions and Extension Information
   Town Supervisors: County Agent and Extension Information
   Senior Citizen Officers: Extension in general and Meetings, Workshops, Conventions

8. Leaders benefit from leadership experiences and Extension programs in many ways. The most common benefit cited by leaders is increased leadership skill. Though leaders also experience many drawbacks they rate benefits as considerably more important than drawbacks.

9. Leaders contribute to the effectiveness and success of their groups in important ways. The perceived contribution of leaders to their group varies across different groups and leader positions.

10. Groups and organizations served by leaders accomplish significant benefits for their members and the broader community. The accomplishments vary considerably in line with the different purposes of various community groups.

## CONCLUSIONS ON EXTENSION'S FUTURE PROGRAMMING

This study documents Extension's contributions to a diverse set of community leaders across all 4 Cooperative Extension program areas. It demonstrates the contributions Extension can make to leadership development and documents the value of such efforts. It also shows gaps in the types of programming Extension is providing and the impacts Extension is achieving. The study should be used in the following ways to guide future leadership development programming.

1. Specific leadership recruiting and programming.

   The following information should be particularly useful for planning specific Extension leadership development efforts:

   a. identification of leaders' reasons for serving.

b. identification of leadership skills and perspectives particularly:
   (1) those selected as relevant and important by leaders
   (2) those currently rated at a low level
   (3) those showing small leadership changes
c. identification of sources of Extension influence for different leader groups.
d. identification of benefits of leadership programs
e. identification of benefits and drawbacks of serving in leadership positions

2. General leadership development audiences, methods and topics.

The study also provides useful information for setting broader leadership development strategies. Leaders preferences regarding CES leadership programming are documented in the areas of:

a. leadership audiences
b. leadership development methods
c. leadership topics or aspects to emphasize in programs

Leaders tend to prefer and advocate that with which they are familiar. Thus the information should not be used as an exclusive guide. Part of Cooperative Extension's role is to expose leaders to new topics and methods and to reach out to new audiences. The information does, however, provide a strong indication of the views of current leaders. These are views Cooperative Extension should consider very seriously in setting future strategies.

In order for Extension clientele to make fullest use of Extension education in addressing their individual, organizational and community needs they must possess or acquire the knowledge and skill necessary to effectively use their education within the social systems where the needs exist. Some combination of technical knowledge and skill with social process (eg. leadership) knowledge and skill is usually needed. Programs in the future should integrate and balance these important topics in ways that offer greatest promise of enabling clientele to make effective use of their Extension educational experiences.

The study highlights the wide variation in approaches to leadership development programming from informal modeling by the agent to systematic group instruction. An interesting finding is the important value of the leadership experience as a source of learning. Careful consideration should be given to the needs of different types of leaders, to the effective and economic use of resources and to the effects of different approaches so that strategies can be strengthened in the future.

3. Program and resource priorities.

The study documents clientele perceptions of the impacts of Cooperative Extension in counties and through programs that have clearly served different types of leaders in recent years. The pattern of such services varies widely across different counties and different program areas. Two important questions for the future are whether efforts should be made to expand the benefits documented in this study to other areas of the state and whether effective approaches used for one leader group should be expanded to other leader groups.

The study clearly shows that while leadership tasks, needs and impacts do vary across different leadership clientele, there are many important commonalities. It is incumbent in Cooperative Extension to capitalize on these commonalities by strengthening coordination of leadership programming across all program areas and clientele.

## RECOMMENDATIONS

The information from this study should be used in the following ways:

1. **Specific leadership recruiting and programming**. Programs should be maintained and developed that attract and serve individuals with potential for new or improved leadership. Programs should help leaders achieve their aspirations and should build on educational methods and topics leaders prefer, expanding them as needed. Leaders should be helped to maximize benefits and minimize drawbacks.

2. **General leadership development audiences, methods and topics**. Cooperative Extension should consider leaders advice regarding priority clientele, methods and topics as well as data on the areas of impact of current programs on the study audiences. This information provides a base for strengthening proven methods and content with existing clientele, and for developing new methods and content and serving new audiences with greater needs.

3. **Program and resource priorities**. The type and extent of leadership development programming varies widely across different program areas and different counties. Efforts to expand the benefits documented by this study across programmatic and geographic areas should be undertaken. Extension should recognize different needs and approaches across different clientele through tailored programs and capitalize on commonalities through strengthened coordination across programs.

4. **Staff understanding and development**. The results of the study should be used to enhance understanding of Cooperative Extension's multi-faceted leadership development role across staff in all Extension program areas. Information can also contribute to staff development programs to strengthen the leadership development competencies of Extension staff.

5. **Public, clientele and stakeholder understanding of Cooperative Extension's leadership development role and impact**. The role and impact of Cooperative Extension in leadership development has been less than clear to many audiences for some time. The results of this study should be widely communicated for the purpose of increasing clarity of roles, expectations and results among the public, clientele groups and key stakeholder organizations.

## FURTHER STUDY

As any study will do, this evaluation has not only answered questions but raised questions as well. Some fruitful possibilities for future study (not in priority order) include:

1. Replicate this study with other groups of leaders. Study leaders with less Extension contact and leaders in different types of positions than those in this study.

2. Study the community leadership activities and leadership development needs of senior citizens, people of color and other minority or special needs groups using a larger, more representative sample.

3. Conduct follow-up studies for some of the leader position groups included in this study. For example, examine the relationship of Forage Councils to forages development in counties and use findings to develop councils in new counties.

4. Use more uniform sampling criteria and procedures across different leader groups to enable more valid comparisons. Use findings from open-ended telephone interviews in this study to structure the sections of future questionnaires pertaining to how Extension influences leadership development.

5. Study leadership performance change over time using measures other than, or in addition to, self perception.

6. Compare the development of leaders aided by Extension to those not aided by Extension.

7. Compare and contrast the ways that leaders develop through (1) experience in leadership roles, 2) formal instruction, 3) professional advice, modeling and consultation and 4) reading and information.

8. Include components in studies that enable calculations of the economic benefits and the resource costs of leadership development programs.

## References

Bennett, C. (1976). Analyzing impacts of Extension programs (ESC-575). Extension Service, U.S. Department of Agriculture.

Blake, R. & Mouton, J. (1964). The managerial grid. Gulf Publishing.

Fiedler, F. (1967). A theory of leadership effectiveness. New York: McGraw-Hill.

Hackman, J.R. & Walton, R. (1986). Leading groups in organizations. In P. Goodman & Associates (Eds.), Designing effective work groups (pp. 71-119). San Francisco: Jossey-Bass.

Hersey, P. & Blanchard, K. (1983). An introduction to situational leadership. In W. Lassey et al. Leadership and social change (pp. 142-159). San Diego: University Associates.

Howell, R., Weir, W. & Cook, A. (1979). Public affairs leadership development. Washington State University, Pullman, WA.

Kolb, D. (1984). Experiential Learning. Englewood Cliffs, NJ: Prentice-Hall.

McCauley, C. (1986). Developmental experiences in managerial work: A literature review (Tech. Rep. No. 26). Center for Creative Leadership, Greensboro, NC.

Michael, J., Paxson, M.C. & Weir, I.L. (1985). Leadership development in Extension: A formal definition and taxonomy. Paper prepared in conjunction with the National Impact Study of Leadership in Extension, USDA Cooperative Extension Service, Washington, DC.

Rossing, B. (1985). Snapshot listing of major CES programs which develop leadership in clientele. Draft. University of Wisconsin-Extension, Madison, WI.

Rossing, B. (1986). Leadership for quality and change - Wisconsin Cooperative Extension Service, I-overview, II-recommendations, III-concepts of leadership and leadership development. Reports of the Wisconsin CES Think Tank on Leadership. University of Wisconsin-Extension, Madison, WI.

Rossing, B. & Kraft, N. (1985). Wisconsin CES leadership development programs - a baseline summary for 1984-85. Unpublished monograph. University of Wisconsin-Extension, Madison, WI.

Schon, D. (1983). The reflective practitioner. New York: Basic Books.

Steele, S. (1983-87). Implications of volunteerism in Extension. Assorted questionnaires. University of Wisconsin-Madison, Madison, WI.

Weir, I. (1986). National impact study of leadership development in Extension. Draft questionnaire. Washington State University, Pullman, WA.

# APPENDICES

## Appendix A

### Notes on Study Design and Replication

A key component in the Wisconsin Cooperative Extension Leadership Impact Study was the use of self-reported ratings of leadership behavior. Leaders were asked in a mail questionnaire to rate their skills, their perspectives and their activities at the present time and at a designated time in the past. A nested sub-sample of leaders was asked, subsequent to the mail survey, to discuss leadership ratings during a phone interview.

All procedures and instruments were pre-tested and indicated revisions were made. Despite these precautions, however, certain difficulties arose that should be noted by those employing a similar design in the future.

First, a notable percentage (14%) of the leader respondents reported in the telephone interviews that they had some difficulty completing the self rating portion of the study. For some the request to rate themselves was perceived as unusual and difficult in itself. For others the method of carrying out and recording the ratings was not clear. The percent of leaders in each group who reported difficulty in completing the leadership skill ratings is shown in Table 51.

Analysis of returned mail questionnaires revealed that some leaders did not fully complete the self rating portions of the questionnaire. Table 52 shows the percent of leaders in each group whose responses fell in one of the following categories for <u>each set of leadership ratings</u>.

a. Blank - Leader skipped both current and pre ratings for all items in the set.
b. Current/Not Pre - Leader provided current ratings but did not enter pre ratings.
c. Current/Some Pre - Leader provided current ratings and entered some pre-ratings.
d. Current and Pre - Leader entered both current and pre ratings for items in the set.

The data shows two important patterns. First, a sizeable number of respondents entered current ratings, but not pre ratings on each leader item set. There are several possible interpretations.

1. Leaders may not have understood the request to enter a second rating.
2. Leaders may have ignored second ratings because no change had occurred.
3. Leaders may not have understood the rationale for the second rating and may have chosen to skip it.

Second, the percent of leaders providing both current and pre-ratings increased on the last two leadership ratings sets. These sets were shorter (4-5 items) and the items and instructions all appeared on one page.

Persons employing this pre-post self rating technique in the future are therefore advised to:

1. Acknowledge the potential difficulty of self ratings but encourage respondents to make an effort.
2. Use short item lists with rating instructions on the same page.
3. Emphasize the importance of both ratings even if there is no change.

Table 51

Difficulty in Completing Leadership Skill Ratings

Percent Each Response

| | N | Yes | No | NR |
|---|---|---|---|---|
| Extension Homemaker | 19 | | 32 | 68 |
| Senior Citizen | 6 | | | 100 |
| EFNEP | 6 | 17 | 67 | 17 |
| 4-H Camp Counselor | 19 | 10 | 58 | 32 |
| 4-H Officer | 20 | 20 | 75 | 5 |
| Lakes | 18 | 17 | 78 | 6 |
| Towns | 17 | 17 | 41 | 41 |
| Forage | 18 | 28 | 72 | |
| Cooperative | 18 | 6 | 94 | |
| Total | 141 | 14 | 62 | 25 |

Table 52

Missing Data - Leadership Change Item Sets[1]

Percent in Each Category

| | Total N=279 | 4-H Camp Counselor N=48 | 4-H Officer N=37 | Extension Hmkr. Pres. N=47 | EFNEP N=5 | Forage Board N=34 | Coop Ldr. N=30 | Lake Comm. N=33 | Town N=36 | Sr. Cit. Club N=9 |
|---|---|---|---|---|---|---|---|---|---|---|
| Organizing & Relating: | | | | | | | | | | |
| Blank | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Current/Not Pre | 17 | 12 | 11 | 23 | 40 | 6 | 20 | 24 | 14 | 33 |
| Current/Some Pre | 6 | 0 | 5 | 6 | 20 | 6 | 7 | 9 | 3 | 22 |
| *Current & Pre | 77 | 88 | 84 | 70 | 40 | 88 | 73 | 67 | 83 | 44 |
| Planning & Directing: | | | | | | | | | | |
| Blank | 1 | 0 | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 0 |
| Current/Not Pre | 22 | 15 | 22 | 23 | 40 | 6 | 33 | 30 | 22 | 33 |
| Current/Some Pre | 5 | 0 | 5 | 8 | 0 | 9 | 3 | 3 | 0 | 11 |
| *Current & Pre | 73 | 85 | 70 | 68 | 60 | 82 | 63 | 67 | 78 | 56 |
| Community Participation: | | | | | | | | | | |
| Blank | 2 | 0 | 3 | 6 | 40 | 0 | 3 | 0 | 0 | 0 |
| Current/Not Pre | 13 | 17 | 16 | 13 | 0 | 3 | 13 | 12 | 11 | 33 |
| Current/Some Pre | 4 | 0 | 3 | 8 | 0 | 3 | 3 | 6 | 8 | 11 |
| *Current & Pre | 80 | 83 | 78 | 72 | 60 | 94 | 80 | 82 | 81 | 56 |
| Leadership Perspectives: | | | | | | | | | | |
| Blank | 1 | 0 | 0 | 2 | 20 | 0 | 0 | 0 | 3 | 0 |
| Current/Not Pre | 8 | 6 | 8 | 6 | 0 | 3 | 7 | 15 | 8 | 33 |
| Current/Some Pre | 2 | 0 | 5 | 6 | 0 | 3 | 0 | 3 | 0 | 11 |
| *Current & Pre | 88 | 94 | 86 | 85 | 80 | 94 | 83 | 82 | 89 | 56 |

[1]Missing versus complete data for current ratings of leadership dimensions and ratings of a leadership dimension at a previous time (Pre). Complete data is represented by *Current and Pre row.

Appendix B

Table 53

Telephone Interview Length[1]

Number Each Interview Length

| | Interview Length in Minutes | | | | | | | | | | | | | No | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | Data | Length |
| Extension Homemaker | | 1 | | 2 | 7 | 3 | 1 | 4 | 1 | | | | | | 34 |
| Senior Citizen | | | | 1 | 1 | 2 | | | 2 | | | | | | 36 |
| EFNEP | | 1 | | 1 | 1 | 2 | 1 | | | | | | | | 29 |
| 4-H Camp Counselor | | 2 | 4 | 4 | 4 | 3 | 1 | 1 | | | | | | | 27 |
| 4-H Officer | | 1 | 3 | 4 | 5 | 3 | 1 | 1 | | 1 | 1 | | | | 30 |
| Lakes | | 1 | 4 | 3 | 4 | 3 | | 1 | 1 | | 1 | | | | 30 |
| Towns | | 3 | 1 | 3 | 3 | 2 | | 2 | 1 | | | | 1 | | 0 |
| Forage | | 1 | 1 | 2 | 2 | 4 | 3 | 2 | 1 | | 1 | 1 | | | 37 |
| Cooperatives | 1 | 3 | 4 | 3 | 3 | 3 | | 1 | | | | | | | 24 |
| Total No. | 2 | 12 | 17 | 23 | 30 | 25 | 7 | 12 | 6 | 1 | 3 | 1 | 1 | 1 | 31 |
| Total Percent | (1) | (8) | (12) | (16) | (21) | (18) | (5) | (8) | (4) | (1) | (2) | (1) | (1) | (1) | |

[1]Interview lenths rounded to nearest 5 minutes

Appendix C

Table 54

Counties of Leadership Study Respondents

| Counties | Mail | Tele |
|---|---|---|
| Central District | | |
| Adams | 1 | |
| Green Lake | 7 | 3 |
| Juneau | 1 | |
| Langlade | 4 | 2 |
| Lincoln | 2 | 2 |
| Marathon | 11 | 5 |
| Marquette | 1 | 1 |
| Portage | 3 | 1 |
| Taylor | 3 | 3 |
| Waupaca | 9 | 3 |
| Waushara | 4 | 1 |
| Wood | 14 | 7 |
| Northeast District | | |
| Brown | 8 | 4 |
| Calumet | 1 | |
| Door | 3 | 2 |
| Fond du Lac | 12 | 5 |
| Kewaunee | 1 | 1 |
| Manitowoc | 9 | 5 |
| Marinette | 8 | 2 |
| Oconto | 8 | 5 |
| Outagamie | 10 | 5 |
| Shawano | 2 | 1 |
| Winnebago | 1 | |
| Northern District | | |
| Ashland | 3 | 1 |
| Bayfield | 1 | 1 |
| Burnett | 5 | 3 |
| Douglas | 2 | 1 |
| Florence | | |
| Forest | 1 | |
| Iron | | |
| Oneida | 2 | 1 |
| Price | | |
| Rusk | 5 | 2 |
| Sawyer | | |
| Vilas | 7 | 3 |
| Washburn | 1 | 1 |

| Counties | Mail | Tele |
|---|---|---|
| Southern District | | |
| Columbia | 5 | 3 |
| Crawford | 1 | |
| Dane | 1 | 1 |
| Dodge | 3 | 1 |
| Grant | 15 | 7 |
| Green | 2 | 2 |
| Iowa | | |
| Jefferson | 1 | 1 |
| Lafayette | 1 | |
| Richland | 12 | 5 |
| Rock | 5 | 1 |
| Sauk | 2 | |
| Vernon | 1 | 2 |
| Southeast District | | |
| Kenosha | 1 | |
| Milwaukee | 6 | 4 |
| Ozaukee | 1 | 1 |
| Racine | 3 | 4 |
| Sheboygan | 12 | 5 |
| Walworth | 1 | 1 |
| Washington | 2 | 1 |
| Waukesha | 12 | 9 |
| Western District | | |
| Barron | 1 | |
| Buffalo | 2 | 1 |
| Chippewa | 7 | 2 |
| Clark | 3 | 1 |
| Dunn | 1 | 1 |
| Eau Claire | | |
| Jackson | 2 | 1 |
| LaCrosse | 2 | 2 |
| Monroe | 8 | 4 |
| Pepin | 4 | 2 |
| Pierce | 4 | 4 |
| Polk | 2 | |
| St. Croix | 4 | 2 |
| Trempealeau | 2 | 2 |

APPENDIX D

Sample Advance, Cover and Follow-Up Letters

Sample Questionnaires

**Advance Agent Letter to Lake District Commissioners**

Name
Address
---

Dear _____:

An important concern of Extension today is helping persons in leadership roles to perform as effectively as possible using University information, programs and other assistance. The Wisconsin Cooperative Extension service is now studying Extension's role and impact in working with persons in several types of leadership roles. The study focuses on leadership skills and activities.

You've been selected as part of a statewide sample of lake district commissioners in selected counties. I'd like to ask you to help us in studying need for and impact of our efforts in this area.

Sometime in the next few weeks you will receive further information and a mail questionnaire from the state office. You may also be contacted for a follow-up telephone interview.

Your participation is very important to the study. The results will be used to examine impact and to plan for future programs and assistance to lake district commissioners.

I hope you will be able to help us. Thanks much.

Sincerely,

Name, County agent

_____

!MAIL SURVEY COVER LETTER (MAIL ONLY - LAKE DISTRICT)!

May 19, 1987

Dear :

Your county Extension Community Resource Agent along with other Cooperative Extension staff at the county and state level are responsible for helping citizens use University information in performing leadership responsibilities in the community. To us leadership means "getting involved, contributing your talents and influencing others in ways that help people in a group, organization, or the broader community/society to work together and accomplish worthwhile results." Please help Cooperative Extension study and improve our efforts in this important area.

You have been selected by Extension/DNR lake management records as part of a state-wide sample of persons who are currently or have recently served as lake district commissioner, an important organization assisted by Cooperative Extension. Please complete the enclosed questionnaire as soon as you possibly can. It is easy to answer and should only take about 20-25 minutes. Your individual responses will be kept completely confidential and will not be shared with your county extension staff. The number on the questionnaire is to enable us to keep track of returned questionnaires.

Your response is very important to the accuracy and usefulness of the survey results! The results of this study will be used to examine and report program impact and to plan for more effective programming and assistance for -lake district commissioners and others in the future. If you have any questions about the questionnaire or the study, please call your county extension office or me at (608) 262-5930.

Please return your completed questionnaire in the enclosed, return addressed, postage paid envelope.

Thanks for your help!

Sincerely,

Boyd E. Rossing
Impact Study Coordinator

BER:dma
Enclosures

!MAIL SURVEY COVER LETTER (MAIL & TELEPHONE - LAKES)!

May 19, 1987

Dear :

Your county Extension Community Resource Agent along with other Cooperative Extension staff at the county and state level are responsible for helping citizens use University information in performing leadership responsibilities in the community. To us leadership means "getting involved, contributing your talents and influencing others in ways that help people in a group, organization, or the broader community/society to work together and accomplish worthwhile results." Please help Cooperative Extension study and improve our efforts in this important area.

You have been identified by Extension/DNR lake management records as part of a state-wide sample of persons who are currently or have recently served as lake district commissioner, an important organization assisted by Cooperative Extension. Please complete the enclosed questionnaire as soon as you possibly can. It is easy to answer and should only take about 20-25 minutes. Your individual responses will be kept completely confidential and will not be shared with your county extension staff. The number on the questionnaire is to enable us to keep track of returned questionnaires.

In order to add depth to the study you will also be called for a telephone interview. It should take about 20 minutes. If the call comes at an inconvenient time, let us know and we'll be happy to call back at a better time. If possible, please complete your questionnaire by Monday, May 25th. You will be contacted for the telephone interview sometime after that date. The interview will build on your completed questionnaire so please KEEP THE QUESTIONNAIRE BY YOUR PHONE until AFTER the interview is completed.

Your response is very important to the accuracy and usefulness of the survey results! The results of this study will be used to examine and report program impact and to plan for more effective programming and assistance for lake district commissions and others in the future. If you have any questions about the questionnaire or the study, please call your county extension office or me at (608) 262-5930.

Thanks for your help!

Sincerely,

Boyd E. Rossing
Impact Study Coordinator

BER:dma

Enclosures

UWEX COOPERATIVE EXTENSION SERVICE • UNIVERSITY OF WISCONSIN-EXTENSION

**Continuing and Vocational Education**
Teacher Education Bldg., 225 N. Mills St.
Madison, WI 53706

June 15, 1987

Dear

About 3 weeks ago I sent a questionnaire to you as part of a study of the Cooperative Extension Service's assistance to leaders in various community organizations.

Thank you if you have recently returned your completed questionnaire and we haven't received it yet.

If you have not had a chance to complete your questionnaire, I'd like to ask you to set some time aside very soon to complete it. I realize you are very busy and this may not seem that important. Let me assure you it is important and that is why we are asking again for your help. Extension's future assistance to persons like yourself who are involved in community organizations will be examined and strengthened by the results of this study. We are only contacting a small number of people so every response is important.

To save you time searching for the first letter we have enclosed a second copy of the questionnaire and postage paid return envelope. Please complete the questionnaire and return it in the next day or two or as soon as possible after that.

Thank you very much for helping us.

Sincerely,

Boyd E. Rossing
Assistant Professor

BER:dma

Enclosures:

Questionnaire
Postage-Paid Return Envelope



University of Wisconsin, United States Department of Agriculture and Wisconsin Counties Cooperating.
UW-Extension provides equal opportunities in employment and programming, including Title IX requirements.

EXTENSION ASSISTED LEADERSHIP PERFORMANCE -

WHAT'S THE IMPACT?

Lake District Commissioner

A study conducted by University of Wisconsin
Cooperative Extension Service

LAKESQNR

LEADERSHIP PERFORMANCE AND DEVELOPMENT
-YOUR EXPERIENCE AND VIEWS-

This questionnaire asks you to reflect on your leadership experience. Please read each of the following questions and circle, check or write in the answer closest to your view or experience. There are no right or wrong answers. We simply ask for your opinion.

ROLE DESCRIPTION AND BACKGROUND

The first part of the questionnaire focuses on your experience as Lake District Commissioner.

Q1 The month and year I began serving as Lake District Commissioner was: _____ (include previous terms, if any, in the past 8 years)

Q1.1 If you have left this position within the past several months, please indicate month and year:_____.

Q2 How new or different from your previous experience was this role to you? (Please circle number under best answer).

| Not at all | A little different | Somewhat different | Very different |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

Q3 Please check up to 3 of the most important reasons why you agreed to serve in this role. I saw this as an opportunity to:

___Have influence
___Enjoy other's company
___Help/be of service to others
___Meet people
___Advance my interests
___Meet job expectations
___Accomplish something
___Learn things
___Be recognized
___Use my skills
___Other:_____

Q4 Please check the types of assistance or education UW-Extension provided to help you as Lake District Commissioner. UW-Extension includes information, programs or personal contact provided by county Extension agents and/or state Extension specialists alone or in cooperation with other agencies or organizations. Through Extension staff, information, programs or other means I was:

___Encouraged to assume the role
___Provided with information about the role
___Advised on how to carry out the role
___Provided with information I could use in the role
___Provided with group instruction or training related to the role
___Assisted in the on-going performance of the role
___Other:_____

_____

ROLE PERFORMANCE

Q5 Leadership in one sense means influencing other people in ways that help to accomplish things important to a group. Please consider the following organizing and relating activities. For each one please circle the number reflecting how skillful you have been most recently (now or at end of term in the position) as Lake District Commissioner in accomplishing or helping others accomplish each activity. (Skip any items that have not applied in this situation).

My recent skill in this area has been:

| | | Poor | So So | OK | Good | Great |
|---|---|---|---|---|---|---|
| a. | Identifying needs, interests and motivations lake district commissioners | 1 | 2 | 3 | 4 | 5 |
| b. | Communicating my ideas and feelings to others | 1 | 2 | 3 | 4 | 5 |
| c. | Accurately sensing what others are communicating | 1 | 2 | 3 | 4 | 5 |
| d. | Accepting differences in people | 1 | 2 | 3 | 4 | 5 |
| e. | Establishing general expectations of lake commissioners (attendance, effort, etc.) | 1 | 2 | 3 | 4 | 5 |
| f. | Motivating others through praise, rewards, or other means | 1 | 2 | 3 | 4 | 5 |
| g. | Conducting or leading well received meetings | 1 | 2 | 3 | 4 | 5 |
| h. | Constructively managing disagreements and conflicts between lake commissioners | 1 | 2 | 3 | 4 | 5 |
| i. | Relating to other groups with common or opposing interests | 1 | 2 | 3 | 4 | 5 |
| j. | Relating to influential individuals who can affect our activities | 1 | 2 | 3 | 4 | 5 |





Q6 Groups also need to accomplish planning and directing activities. For each of the following please circle the number showing how skillful you have been most recently as Lake District Commissioner in accomplishing or helping others accomplish each activity. (Skip any items that have not applied in this situation)

My recent skill in this area has been:

| | | Poor | So So | OK | Good | Great |
|---|---|---|---|---|---|---|
| k. | Analyzing needs, problems, or issues of concern to lake commission | 1 | 2 | 3 | 4 | 5 |
| l. | Developing creative ideas for meeting needs or problems | 1 | 2 | 3 | 4 | 5 |
| m. | Planning necessary actions to accomplish goals or solve problems | 1 | 2 | 3 | 4 | 5 |
| n. | Acquiring and managing finances | 1 | 2 | 3 | 4 | 5 |
| o. | Defining roles and delegating responsibilities | 1 | 2 | 3 | 4 | 5 |
| p. | Following through to ensure tasks are completed | 1 | 2 | 3 | 4 | 5 |
| q. | Evaluating activities and results | 1 | 2 | 3 | 4 | 5 |
| r. | Knowing when to provide direction for activities myself and when to involve others in direction of activities (leadership style) | 1 | 2 | 3 | 4 | 5 |
| s. | Getting effective decisions made on the lake commission | 1 | 2 | 3 | 4 | 5 |

Q7 Now please go back over each of the leadership areas in Question 5 (aa-i) and 6 (k-s) on pages 2 and 3. During the time since you first began serving as Lake District Commissioner has your performance improved, declined or stayed about the same? To answer this please rate your performance on each item AGAIN. Put an X over the number that reflects your performance level when you first began performing as Lake District Commissioner. (Look at example below to see how.)

| Examples: | Poor | So So | OK | Good | Great |
|---|---|---|---|---|---|
| a. Identifying needs, interests and motivations of participants | 1 | X | 3 | (4) | 5 |
| b. Communicating my ideas and feelings to others | 1 | 2 | (X) | 4 | 5 |

Now please go back to Question 5 and rate items in Question 5 and 6 AGAIN.

Q8 Please indicate how important the following things were in influencing changes in your leadership skills as shown in Questions 5 and 6. (Please circle number).

| | No Influence | | Moderate Influence | | Great Influence |
|---|---|---|---|---|---|
| a. Experience as Lake District Commissioner | 1 | 2 | 3 | 4 | 5 |
| b. UW-Extension Contacts, Information, or Programs | 1 | 2 | 3 | 4 | 5 |
| c. Contacts/Information from Other Organizations | 1 | 2 | 3 | 4 | 5 |

Q9 In your own words, please describe the most important benefits (up to 3) you have gained from your experience as Lake District Commissioner.

Benefits:

1. _____

2. _____

3. _____

Q10 How important were these benefits? (Please circle number.)

| Not Important | | Somewhat Important | | Very Important |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |





Q11 There may also have been costs or drawbacks that you experienced in performing the role of Lake District Commissioner. Please describe any negative effects, costs or drawbacks you may have experienced.

Drawbacks:

1. _____

2. _____

3. _____

Q12 How important were these negative effects?

| Not Important | | Somewhat Important | | Very Important |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

COMMUNITY PARTICIPATION

In the next section we would like to look more broadly at your general experience in community groups and organizations.

Q13 Please try to recall the various voluntary community, service, civic, government or occupation related groups, associations, organizations, committees, boards, societies, etc., in which you have participated or served in the last 5 years.

Some types of organizations to help your recall are:

School/Youth
Church/Religious
Service/Civic/Cultural
Professional/Occupational
Business/Union
Social/Fraternal
Local Government (village, town, city, county...)
Advisory to Government
Political Party
Veteran/Patriotic
Other

a. In how many such groups/organizations are you currently active (including Lake District Commissioner)? _____

b. In how many were you active 5 years ago? _____

c. How many offices or positions of leadership (e.g., president, committee chair, secretary, treasurer, etc.) have you held in these groups in the past year?

_____

Q14 Now, please think of persons about your age who live in your community (e.g. village, town, city, part of county) and who participate in some way in community activities. Divide community participants into 5 groups from 1 - lowest level of participation to 5 - highest level. Then for each item indicate in which group you would place yourself. (Please circle numer.)

| | Lowest Group | | Mid-Level Group | | Highest Group |
|---|---|---|---|---|---|
| a. Number of organizational/group membership | 1 | 2 | 3 | 4 | 5 |
| b. Breadth of community involvement across a variety of topic areas/interests | 1 | 2 | 3 | 4 | 5 |
| c. Degree of active participation in organizations/groups | 1 | 2 | 3 | 4 | 5 |
| d. Performing leadership roles in organizations/groups | 1 | 2 | 3 | 4 | 5 |

Q15 Now please go back over each of the items on your community involvement in Question 14. In the past 5 years have your community involvement activities changed. To answer this, please rate each item again. Put an X over the number that reflects your involvement 5 years ago.

Q16 Please indicate how important the following things were in influencing changes in your participation in question 14.

| | No Influence | | Moderate Influence | | Great Influence |
|---|---|---|---|---|---|
| a. Experience as Lake District Commissioner | 1 | 2 | 3 | 4 | 5 |
| b. UW-Extension Contacts, Information or programs | 1 | 2 | 3 | 4 | 5 |
| c. Contacts/Information from Other Organizations | 1 | 2 | 3 | 4 | 5 |
| d. Other experience or events: _____ | 1 | 2 | 3 | 4 | 5 |





LEADERSHIP PERSPECTIVE

Q17 For this next section our concern shifts to attitudes you have that affect your community participation and leadership. For each of the following items please indicate the degree to which you currently have the described attitude. (Please circle number.)

| | Low | | Moderate | | High |
|---|---|---|---|---|---|
| a. Confidence and ease in participating in community groups | 1 | 2 | 3 | 4 | 5 |
| b. Believing your ideas, opinions, and feelings are worth expressing to others | 1 | 2 | 3 | 4 | 5 |
| c. Willingness to consider different points of view | 1 | 2 | 3 | 4 | 5 |
| d. Interest and desire to take part in community affairs | 1 | 2 | 3 | 4 | 5 |
| e. Clear goals and priorities for your community involvement | 1 | 2 | 3 | 4 | 5 |

Q18 Now please go back over each of the above items in Question 17. Over the past 5 years have your attitudes changed? To answer this please rate each item again. Put an X over the number that reflects your attitude 5 years ago.

Q19 Please indicate how important the following things were in influencing changes in your attitudes in question 17. (Please circle number)

| | No Influence | | Moderate Influence | | Great Influence |
|---|---|---|---|---|---|
| a. Experience as Lake District Commissioner | 1 | 2 | 3 | 4 | 5 |
| b. UW-Extension Contacts, Information or programs | 1 | 2 | 3 | 4 | 5 |
| c. Contacts/Information from Other Organizations | 1 | 2 | 3 | 4 | 5 |
| d. Other experience or events: _____ | 1 | 2 | 3 | 4 | 5 |

Q19.1 UW-Extension cooperates with other organizations and agencies in offering the Annual Wisconsin Lakes Convention. Please check below any of the conventions you have recently attended and rate the quality of each.

| Attended | Program | Quality | | | | |
|---|---|---|---|---|---|---|
| | | Poor | So-So | OK | Good | Great |
| ___ | 1986 Lakes Convention | 1 | 2 | 3 | 4 | 5 |
| ___ | 1985 Lakes Convention | 1 | 2 | 3 | 4 | 5 |

Q19.2 What are the two most important benefits you gained from these program(s)?

1. _____

_____

2. _____

_____

**FUTURE LEADERSHIP EFFORTS**

Thus far we've considered your leadership performance in one role and some of your general leadership activities and attitudes. Please indicate in the next section your thoughts about your future leadership efforts.

Q20 First, regarding your involvements, do you see yourself as: (Please circle number)

3 Over committed to groups and projects

2 At about the right level of involvement

1 Not as active as I should be

Q21 How satisfied are you with your leadership ability? Are there many, some, a few, or no areas where you would like to strengthen your leadership ability? (Please circle number)

| None | A Few | Some | Many |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

**LEADERSHIP DEVELOPMENT**

Q22 Do you believe Cooperative Extension should be involved in assisting educating and/or developing leadership in Wisconsin organizations and communities?

_____ Yes _____ Not Sure _____ No (Go to Q28)





Q23 There are many ways by which people's leadership development is assisted. Please think about the future and the role Extension should play to assist leadership development in communities. Then, go over the list below and check any leadership development methods you think Cooperative Extension should <u>emphasize</u> in the future.

___ Experiences in projects or groups

___ Conversations with family, friends or associates

___ Professional advice or consultation

___ Printed information or reading materials

___ Videotapes

___ Audio cassettes

___ Radio or television programs

___ Computer programs

___ Class, workshop or other group educational session(s)

___ Self help/support group

___ Other: _____

Q24 Now please go back over Q23 and circle <u>not more than 3</u> of the leadership development methods which are most important.

Q25 Which of the following groups should Extension serve through programs to assist, educate or develop leadership? Please check.

____ 4H

____ Other Youth Groups

____ Extension Homemakers

____ Agricultural Groups

____ Economic Development Groups

____ Environmental Groups

____ Other Voluntary, Civic, Service or Social Groups

____ Government Officials and Groups

____ The General Public

____ Other: _____

Q26 Now please go back to Q25 and <u>circle not more than 3</u> groups which should be highest priorities for Extension leadership education.

Q27 Which of the following areas should Extension emphasize in assisting, educating or developing community leaders? (Please check)

___ organizing and relating skills

___ planning and directing skills

___ technical information

___ public policy information

___ leadership attitudes

___ community participation opportunities

___ other: _____

Q28 What comments/suggestions do you have on what Extension should or should not do to assist or develop community leaders in the future??

BIOGRAPHICAL INFORMATION

The information in the following questions will help us to better understand the background of persons participating in the study. That will, in turn, help us understand the other findings of the study.

Q29 What is your age?_____

Q30 What is/was your main occupation in life:

___ Current ___ Former (now retired)

Title: _____

Kind of Work: _____

Kind of Business: _____

Q30.1 What office, if any, do you currently hold on the Lake District Commission? _____

Q31 How much overall contact have you had with Extension personnel or information in the past 3 years?

| ___None | ___Little | ___Moderate | ___Much |
|---|---|---|---|
| | (Occasional, brief info or contact) | (Periodic info or contact) | (Frequent and/or in depth info or contact) |

Q32 What is the highest level of formal schooling you have completed?

| | |
|---|---|
| _____ 8th grade or less | _____ Completed vocational school |
| _____ Some high school | _____ Some college |
| _____ Completed high school | _____ Completed college |
| _____ Some vocational school/training | _____ Some graduate school |
| | _____ Completed graduate school |

Q33 Other Comments:





Q34 Would you like to receive a summary of the results of this study?

_____ Yes _____ No

Please keep this completed questionnaire near your phone so you will be able to refer to it in the telephone interview.

The purpose of the telephone interview is to help us understand <u>how</u> Extension may or may not have influenced the changes you have experienced in your leadership skills, activities or attitudes as shown in this questionnaire. Before the interview you may wish to go back over Questions 5, 6, 14 and 17 and jot down any ways Extension has influenced areas where you have changed.

THANK YOU VERY MUCH

90

05/26/87
lkphone

I.D. #_____

TELEPHONE INTERVIEW
SCHEDULE

EXTENSION ASSISTED LEADERSHIP PERFORMANCE -
WHAT'S THE IMPACT?

Lake District Commissioners

RESPONDENT:

Name:_____ Telephone #:(___)_____

Address:_____ County:_____

Referring Agent:_____ Program Area:_____

DATE MAIL SURVEY SENT:_____

RECORD OF CALLS:

| Call # | Date | Time | Result of Call/When Call Back | Interviewer |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

Final Disposition:
___Interview Completed
___Refused - Reason:_____
___Telephone Not in Service, or Never Answered
___Respondent Never Reached, Someone else always answers
___Other:_____

Hello, my name is _____. I'm calling for the Cooperative Extension Service . Could I speak to _____.
IF RESPONDENT NOT HOME, ASK WHEN TO CALL AGAIN.

(WHEN RESPONDENT COMES ON PHONE) REPEAT Hello, My name is _____ I'm calling for the Cooperative Extension Service.

Did you receive our letter and mail questionnaire on your leadership experience as Lake District Commissioner?

YES
|
NO ---(PROMISE TO SEND LETTER AND CALL AGAIN)

Have you had a chance <u>to complete</u> the questionnaire?

YES — QUESTIONS (BRIEFLY ANSWER)

NO — It takes about 20 minutes. Could you complete it in the next few days?

YES — NO (WHEN:_____)

CALL BACK

When would it be best for me to call again: (WORK OUT A DAY & TIME CONVENIENT FOR BOTH OF YOU OR FOR OTHER INTERVIEWERS. WRITE DAY & TIME ABOVE)

Do you have the questionnaire with you?

YES — NO (Would you please get it?)

As you may recall from the letter, we would like to ask you to complete a short interview over the phone. Could you take about 20 minutes now to discuss your Lake Commission and other community activities or would it be better for me to call another time?

NOW — CALL BACK (WHEN:_____)

BEGIN INTERVIEW

OK, let's get started.

The focus of this interview will be on how Extension may have influenced changes in your leadership skills, activities or attitudes. You've already noted such changes on your questionnaire.

We are interested in this for 2 reasons. First, if Extension has influenced your leadership, we'd like to know how. On the other hand, if Extension hasn't had an influence, we'd like to know why not and whether Extension should do something differently in the future.

Q1 Before we look at your skills, activities and attitudes let me ask you to just briefly summarize the kinds of contact you have with Extension through your role as Lake District Commissioner. (BE BRIEF, PURPOSE IS REFRESH MEMORY NOT LENGTHY INFO) REMIND ABOUT ANNUAL WISCONSIN LAKES CONVENTION PROGRAM IF NOT MENTIONED.

Probes: How about:

*0. Guides, Handbooks, Manuals on Lake Management
1. County Office Information, Bulletins, Newsletters, etc.
2. contacts with County Extension Agent(s)
3. Extension Sponsored Educational Meetings, Workshops, Training Sessions, etc. (Ex: County, Regional, State)
4. Through Association Meetings/Information that Extension Assists
5. Radio or Television Programs
6. ETN or SEEN
7. Contacts with State Extension Specialist(s)
8. Other

You've had (quite a bit, a fair amount, a little) assistance from Extension. Now, let's look at some of the changes you may have experienced in your leadership.

ROLE PERFORMANCE

Would you please find question 5 on page 2 of the questionnaire.

This was the part where you rated how skillful your leadership as Lake District Commissioner has been in helping to achieve several important group activities.

Q2 Did you have any difficulty completing this part? [MAY POINT OUT - Some people find it a bit unusual to evaluate themselves in this way.]

YES (RESOLVE PROBLEMS) NO

Q3 A. Did you record changes in any of the areas listed? A change would be indicated by an X on one number and a circle around a different number.

YES NO ---- Why would you say you haven't in any of these areas? [RECORD ON CHANGE/NO CHANGE RECORD]

B. Would you please pick out up to 3 of the changes that are important to you? Let's go to the first one. What is it? Now would you please tell me a little about the change and how Extension contacts, information or programs may have influenced it. (KEEP ASKING FOR ANOTHER UNTIL 3 ARE DESCRIBED)

(FOR EACH CHANGE FIRST NOTE ON CHANGE RECORD HOW EXTENSION DID/DID NOT INFLUENCE IT. THEN, AS NEEDED, PROBE FOR WHAT, WHO, WHEN)

How about the next change? What was that?...

ORGANIZING AND RELATING

a. Identifying needs, interests and motivations of Lake District Commissioners

b. Communicating my ideas and feelings to others

c. Accurately sensing what others are communicating

d. Accepting differences in people

e. Establishing general expectations of lake commissioners (attendance, effort, etc.)

f. Motivating others through praise, rewards and other means

g. Conducting or leading well received meetings

h. Constructively managing disagreements and conflicts between lake commissioners

i. Relating to other groups with common and/or opposing interests

j. Relating to influential individuals who can affect our activities

ORGANIZING AND RELATING - CHANGES

| Item (ltr) | Change - Direction (+ or -) | How Extension Help/Not Help | Probes (Ext. Help) (ONLY WHEN NEED HELP RECALLING) |
|---|---|---|---|
| _____ | _____ | | What Done:<br>Who (Org/Level):<br>When: |
| _____ | _____ | | What Done:<br>Who (Org/Level):<br>When: |
| _____ | _____ | | What Done:<br>Who (Org/Level):<br>When: |

ORGANIZING AND RELATING - NO CHANGES

Comments: Explain no change:

Now could we continue with the list at Question 6, on page 3?

Q4 A. Did you record changes in any of these areas? A change would be indicated by an X on one number and a circle around a different number.

YES | | | NO ------Why would you say you haven't changed in any of <u>these</u> areas? (RECORD ON CHANGE/NO CHANGE RECORD)

b. Would you please pick out up to 3 of the changes that are importat to you? Let's go to the first one. Now would you please tell me a little about the change and how Extension contacts, information or programs may have influenced it. (KEEP ASKING FOR ANOTHER UNTIL UP TO 3 ARE DESCRIBED)

(FOR EACH CHANGE FIRST NOTE ON CHANGE RECORD HOW EXTENSION DID/DID NOT INFLUENCE IT. THEN, AS NEEDED, PROBE FOR WHAT, WHO, WHEN)

PLANNING AND DIRECTING

k. Analyzing needs, problems, or issues of concern to lake commission

l. Developing creative ideas for meeting needs or problems

m. Planning necessary actions to accomplish tasks or goals or solve problems

n. Acquiring and managing finances

o. Defining roles and delegating responsibilies

p. Following through to ensure tasks are completed

q. Evaluating activities and results

r. Knowing when to provide direction for activities yourself and when to involve others in direction of activities (leadership style)

s. Getting effective decisions made on the lake commission

PLANNING AND DIRECTING

| Item (ltr) | Change - Direction (+ or -) | How Extension Help/Not Help | Probes (Ext. Help) (ONLY WHEN NEED HELP RECALLING) |
|---|---|---|---|
| _____ | _____ | | What Done:<br>Who (Org/Level):<br>When: |
| _____ | _____ | | What Done:<br>Who (Org/Level):<br>When: |
| _____ | _____ | | What Done:<br>Who (Org/Level):<br>When: |

PLANNING AND DIRECTING - NO CHANGES

Comments: Explain no change:

Q5 It looks as though Extension has had (quite a bit, a fair amount, very little) influence on your leadership skills as a Lake District Commissioner. Do you have any comments or suggestions on what Extension should do differently in the future to assist Lake District Commissioners in these areas?

Q6 Now we'll make a slight shift. I'd like you to consider the Lake District commission on which you served as commissioner. What would you say are two of the more important things the Lake District Commission accomplished in the last year.

1. _____

_____

_____

2. _____

_____

_____

Q7 About how many people benefitted from each of these accomplishments? (MAY BE DIFFICULT, ASK FOR ESTIMATE)

1. Number of people:_____

2. Number of people:_____

Now we have a couple of judgement questions.

Q8 First, on a scale from 1 to 5 with 1 meaning No Success, 2 - Little Success, 3 - Some Success, 4 - Considerable Success, 5 - Great Success, how would you rate the overall success of the Lake Commission during the last year? (MOST RECENT TERM)

| NO SUCCESS | LITTLE SUCCESS | SOME SUCCESS | CONSIDERABLE SUCCESS | GREAT SUCCESS |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

Q9 How important would you say your efforts as Lake District Commissioner were to the success of the commission? Please use the following scale: 1 - No Effect, 2 - Little Effect, 3 - Some Effect, 4 - Considerable Effect, 5 - Great Effect.

| NO EFFECT | LITTLE EFFECT | SOME EFFECT | CONSIDERABLE EFFECT | GREAT EFFECT |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

Now, I'd like to shift from your role as Lake District Commissioner to your participation in the community in general.

Please find Question 14 on page 5 of the questionnaire.

Q10 A. Did you record changes in any of these areas? A change would be indicated by an X on one number and a circle around a different number.

YES | | | NO ------Why would you say you haven't changed in any of these areas? (RECORD ON CHANGE/NO CHANGE RECORD

B. Would you please pick out up to 2 of the changes that are important to you? Let's go to the first one. Please tell me a little about the change and how Extension (contacts, information or programs) may have influenced it. (KEEP ASKING FOR ANOTHER UNTIL UP TO 2 ARE DESCRIBED)

(FOR EACH CHANGE FIRST NOTE ON CHANGE RECORD HOW EXTENSION DID/DID NOT INFLUENCE IT. THEN, AS NEEDED, PROBE FOR WHAT, WHO, WHEN.)

a. Number of organizational memberships

b. Breadth of community involvement across a variety of topic areas/interests.

c. Degree of active participation in organizations

d. Performing leadership roles in organizations

COMMUNITY PARTICIPATION - CHANGES

| Item (ltr) | Change - Direction (+ or -) | How Extension Help/Not Help | Probes (Ext. Help) (ONLY WHEN NEED HELP RECALLING) |
|---|---|---|---|
| _____ | _____ | | What Done:<br>Who (Org/Level):<br>When: |
| _____ | _____ | | What Done:<br>Who (Org/Level):<br>When: |

COMMUNITY PARTICIPATION - NO CHANGES

Comments: Explain no change:

LEADERSHIP PERSPECTIVE IMPACTS

Now I would like you to turn to Question 17 on page 6 of the questionnaire. This was the part where you indicated some of your attitudes about community participation and leadership.

Q11 A. Did you record changes in any of these areas? A change would be indicated by an X on one number and a circle around a different number.

YES | NO -----Why would you say you haven't changed in any of these areas? (RECORD ON CHANGE/NO CHANGE RECORD)

B. Would you please pick out up to 2 of the changes that are important to you? What is the first one? Please tell me a little about the change and how Extension (contacts, information or programs) may have influenced it. (KEEP ASKING FOR ANOTHER UNTIL UP TO 2 ARE DESCRIBED)

(FOR EACH CHANGE FIRST NOTE ON CHANGE RECORD HOW EXTENSION DID/DID NOT INFLUENCE IT. THEN, AS NEEDED, PROBE FOR WHAT, WHO, WHEN)

a. Confidence and ease in participating in community groups

b. Believing your ideas, opinions and feelings are worth expressing to others

c. Willingness to consider different points of view

d. Interest and desire to take part in community affairs

e. Clear goals and priorities for your community involvement

LEADERSHIP PERSPECTIVE - CHANGES

| Item (ltr) | Change - Direction (+ or -) | How Extension Help/Not Help | Probes (Ext. Help) (ONLY WHEN NEED HELP RECALLING) |
|---|---|---|---|
| _____ | _____ | | What Done:<br>Who (Org/Level):<br>When: |
| _____ | _____ | | What Done:<br>Who (Org/Level):<br>When: |

LEADERSHIP PERSPECTIVE - NO CHANGES

Comments: Explain no change:

LEADERSHIP DEVELOPMENT - THE FUTURE

Q12 OK, this brings us to the last part of the interview. Please go to Question 28. This is the part where we asked for your comments on what Extension should or should not do to assist or develop community leaders in the future. Now that you have completed this interview, would you like to make any further comments on this? (NOT NECESSARY IF WRITTEN COMMENTS ARE SUFFICIENT)

Q13 That concludes our questions for the interview. Do you have any last comments?

Thank you very much. Please enclose your completed questionnaire in the addressed envelope and mail it in as soon as possible.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Interview Start: _____

Interview End: _____

Synthesis of degree/type of Extension influence on this person:

General tone/quality of interview:

Interviewer Name _____ Date: _____